Santoor

Textbook of English for Grade 5

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0532

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Foreword

The Foundational Stage in school education, as envisaged by the National Education Policy 2020, serves as the cornerstone for the holistic development of children. It enables them not only to imbibe the invaluable samskaras rooted in our country's ethos and constitutional framework, but also to acquire basic literacy and numeracy. This foundation equips them to transition seamlessly into the more challenging Preparatory Stage.

The Preparatory Stage acts as a bridge between the Foundational and the Middle Stages, spanning three years from Grade 3 to Grade 5. The education provided during this stage builds upon the pedagogical approaches of the Foundational Stage. While the play-way, discovery, and activity-based learning methods continue, children are also introduced to textbooks and more formal classroom settings. This introduction aims to not overwhelm but establish a foundation across curricular areas, promoting holistic learning and self-exploration through reading, writing, speaking, drawing, singing, and playing. This comprehensive approach encompasses physical education, art education, environmental education, languages, mathematics, basic science, and social science. This comprehensive approach ensures children are well-prepared both at the cognitive-sensitive and physical-pranic (emotional) levels to effortlessly transition to the Middle Stage.

Santoor, the textbook for Grade 5, is meticulously designed to align with these objectives. It adheres to the recommendations of the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023. The textbook emphasises conceptual understanding, critical thinking, creativity, values and dispositions essential for this developmental stage. It incorporates cross-cutting themes, such as inclusion, multilingualism, gender equality, and cultural rootedness integrating appropriate ICT and school-based assessments. The engaging content and activities are designed to captivate students and encourage peer group learning, thus enriching the educational experience for students as well as teachers.

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It is crucial to remember the pedagogical focus of the textbook emphasising understanding, critical thinking, reasoning, and decision making. Children's innate curiosity at this stage should be nurtured by addressing their questions and designing activities based on core learning principles. Though the play-way method continues, the nature of toys and games used for teaching evolves to enhance engagement rather than mere attraction.

While this textbook is valuable, children should also explore additional resources on the subject. School libraries should facilitate this extended learning, and parents and teachers should support their endeavours.

An effective learning environment motivates students, keeping them engaged and fostering curiosity and wonder vital for learning.

With confidence, I recommend this textbook to all students and teachers at the Preparatory Stage. I extend my gratitude to everyone involved in its development, hopeful that it will meet expectations. As NCERT remains committed to systemic reforms and improving publication quality, we welcome feedback to refine the textbook content.

Dinesh Prasad Saklani
Director
National Council of Educational
Research and Training

New Delhi
31 May 2025

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About the Book

Language lies at the centre of human cognitive, social, and cultural experiences. It enables effective communication, which is integral to the formation and functioning of societies and cultures (NCF-SE, p. 234). The present textbook is designed in alignment with the visionary framework of the NEP 2020 and the NCF-SE 2023. In the preparatory stage, students develop proficiency in speaking and competencies in reading and writing in both languages—Reading in Language 1 (R1) and Reading in Language 2 (R2). While students achieve these faster in R1, they are expected to gain familiarity with R2, gradually progressing from basic communication skills to greater fluency and proficiency in speaking and writing.

To take children well beyond foundational literacy and develop a genuine interest in independent reading, the textbook draws from children's real-life experiences and reflects their cultural and social milieu. It is purposefully crafted to meet specific stage competencies and grade-based learning outcomes, ensuring alignment with core principles of the subject. It uses language appropriate for the grade level and provides support for unfamiliar vocabulary and complex sentence structures. It incorporates digital elements and external references suitably within the material. Local context heavily influences content selection. The textbook aims to be engaging, striking a balance between visuals and text, leaning towards visually appealing material making it suitable for easy comprehension by young learners.

To foster oral skills, this textbook offers engaging learning materials that encourage students to converse with each other. The content features a range of activities, such as reciting rhymes, singing songs, role-playing, etc., facilitating in-class practice. To enhance reading abilities, the textbook presents a diverse array of content, encompassing stories, poems, narratives and a comic strip. It maintains a balance between familiar and unfamiliar texts and contexts. With large font sizes, colourful illustrations, and captivating chapter titles, it captivates student interest. The text stimulates critical thinking and sparks imagination, fostering curiosity. The content is structured to aid students in transitioning from guided to independent reading. For honing writing skills, the selected content systematically imparts writing proficiency. Students

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engage in activities that encourage independent practice, such as constructing simple sentences, encouraging creative expression and skill development in writing.

All these are done through various sections, like 'Let us Recite', 'Let us Think', 'Let us Speak', 'Let us Learn', 'Let us Listen', and 'Let us Write', 'Let us Do', and 'Let us Explore'. This not only helps the learner in the process of language acquisition but also builds up their confidence level.

Curricular Goals (CGs) lay the foundation of every learning-teaching material. In line with the textbooks for Grades 1 and 2, Santoor (Grade 3) has been developed after careful consideration of the curricular goals. The curricular goals for language address the diverse needs of learners in a language classroom. Communication and comprehension are at the heart of every language and the same has been reiterated through CG1: Sustains effective communication skills for day-to-day interactions, enhancing their oral ability to express ideas. The book provides ample opportunities for learners to engage with the text and share their input. Sections titled 'Let us Speak' and 'Think and Discuss' subsection of 'Let us Think' present opportunities for students to be creative with replies and share with classmates allowing them to engage with language in a meaningful way.

Similarly, CG 4: Develops a wide range of vocabulary in various contexts and through different sources has been addressed by incorporation of texts and activities that are not limited only to literature but also encompass content areas like mathematics and 'The World Around Us' activities and vocabulary pertaining to the same find a place in different units. For example, Unit 1 has activities related to shapes whereas, Unit 4 provides scope for students and teachers to discuss ordinal numbers.

In Grades 3 and 4, although guided writing is the main component, there is a gradual progress towards making learners independent writers. This is in alignment with the CG 3 that develops the ability to express their understanding, experiences, feelings, and ideas in writing.

Reading as a process is not limited to decoding, says CG 2 which aims to develop fluency in reading and the ability to read with comprehension. The activities in *Santoor* are designed to evoke responses by the students' reflecting their understanding of the text through the 'Answer the following' subsection.

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One of the major recommendations of NCF-SE 2023 is the inclusion of knowledge of India. Indian values and traditions have been presented to the learner in an easily comprehensible way.

The theme of Unit 1 is 'Let's Have Fun'. This unit introduces the child with the magic of humour. Humour can transform the classroom into a space where creativity, confidence, and critical thinking thrive. The unit comprises a humorous and heartwarming poem 'Papa's Spectacles' and a story 'Gone with the Scooter'. In the poem the father is looking for his spectacles everywhere in the house and when it is found at an obvious place, resulting in laughter. Similarly, in the story, a boy and his friends are playing with a hockey ball when suddenly things take an unexpected turn.

The theme for Unit 2 is 'My Colourful World', and it comprises of a poem 'The Rainbow' and a story 'The Wise Parrot'. Both the chapters are inspiring, and encourage learners to respect nature and freedom. Through a short poem titled 'The Rainbow', students are introduced to the concept of things created by humans and things created by mother nature. The story 'The Wise Parrot' helps the learners understand the value of freedom and to use it responsibly.

Unit 3, titled 'Water', attempts to expose children to the world of water— underwater life and aquatic organisms, and the importance of saving water. The unit begins with an engaging poem, 'The Frog' that talks about a playful frog, and aims to develop an appreciation of nature. The unit also includes a chapter, 'What a Tank', that describes different traditional and artistic water tanks found in rural areas of Punjab. The chapter emphasises the judicious use of water.

The theme for Unit 4 is 'Ups and Downs'. It includes successes and failures, joys and sorrows, and life's ups and downs. Under this theme, a poem 'Gilli Danda' and a story 'The Decision of the Panchayat' have been incorporated in the book. The poem showcases the joys of childhood, and inspires teamwork. Through the story 'The Decision of the Panchayat' the students are introduced to the importance of presence of mind, problem-solving, and truthfulness. Both the chapters intend to prepare the learners to adapt to the changing environment, navigate complex situations, and achieve their goals effectively.

Unit 5, 'Work is Worship', introduces children to the world of work. The unit contains a poem 'Vocation' allowing the readers to look into the world from the lens of a child. The chapter 'Glass

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Bangles' emphasises the importance of crafts and skills. The chapter depicts a wonderful bond and teamwork between a father and his daughter. The unit endorses the idea that no work is superior or inferior.

Throughout the textbook, language and literacy, physical, socio-emotional, aesthetic, and cognitive domains have been integrated along with the development of positive habits to create a learning impression in totality for children. Development of *Annamaya*, *Pranamaya*, *Manomaya*, and *Vijnanmaya kosha* is an ongoing process which leads to the manifestation of *Anandmaya kosha*. The present textbook is a step in this direction.

In addition to the material provided in the textbook, teachers may also use the matter embedded in the QR code. Further, as suggested in 'Note to the Teacher' section given throughout the book, teachers are encouraged to use local stories, proverbs and objects in the classroom, as well as audio and video support from DIKSHA platform. The textbook is only one tool, learning needs many resources. Children also absorb a wealth of knowledge by observing their surroundings, interacting with peers and elders like grandparents, engaging in hands-on activities, watching TV, using mobile devices, playing with toys and games, listening to stories and poems, working on projects, visiting culturally significant places, and travelling. It is crucial to appreciate and align this diverse learning with the competencies and curricular goals set for this stage. Educating our children is a shared responsibility that extends beyond formal textbooks.

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [1]**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the [2][unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

---

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

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Constitution of India

Part IV A (Article 51 A)

Fundamental Duties

It shall be the duty of every citizen of India —

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so;

(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and to abjure violence;

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

*(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).

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CONSTITUTION OF INDIA

Part III (Articles 12 – 35)
(Subject to certain conditions, some exceptions
and reasonable restrictions)
guarantees these

Fundamental Rights

Right to Equality

- before law and equal protection of laws;
- irrespective of religion, race, caste, sex or place of birth;
- of opportunity in public employment;
- by abolition of untouchability and titles.

Right to Freedom

- of expression, assembly, association, movement, residence and profession;
- of certain protections in respect of conviction for offences;
- of protection of life and personal liberty;
- of free and compulsory education for children between the age of six and fourteen years;
- of protection against arrest and detention in certain cases.

Right against Exploitation

- for prohibition of traffic in human beings and forced labour;
- for prohibition of employment of children in hazardous jobs.

Right to Freedom of Religion

- freedom of conscience and free profession, practice and propagation of religion;
- freedom to manage religious affairs;
- freedom as to payment of taxes for promotion of any particular religion;
- freedom as to attendance at religious instruction or religious worship in educational institutions wholly maintained by the State.

Cultural and Educational Rights

- for protection of interests of minorities to conserve their language, script and culture;
- for minorities to establish and administer educational institutions of their choice.

Right to Constitutional Remedies

- by issuance of directions or orders or writs by the Supreme Court and High Courts for enforcement of these Fundamental Rights.

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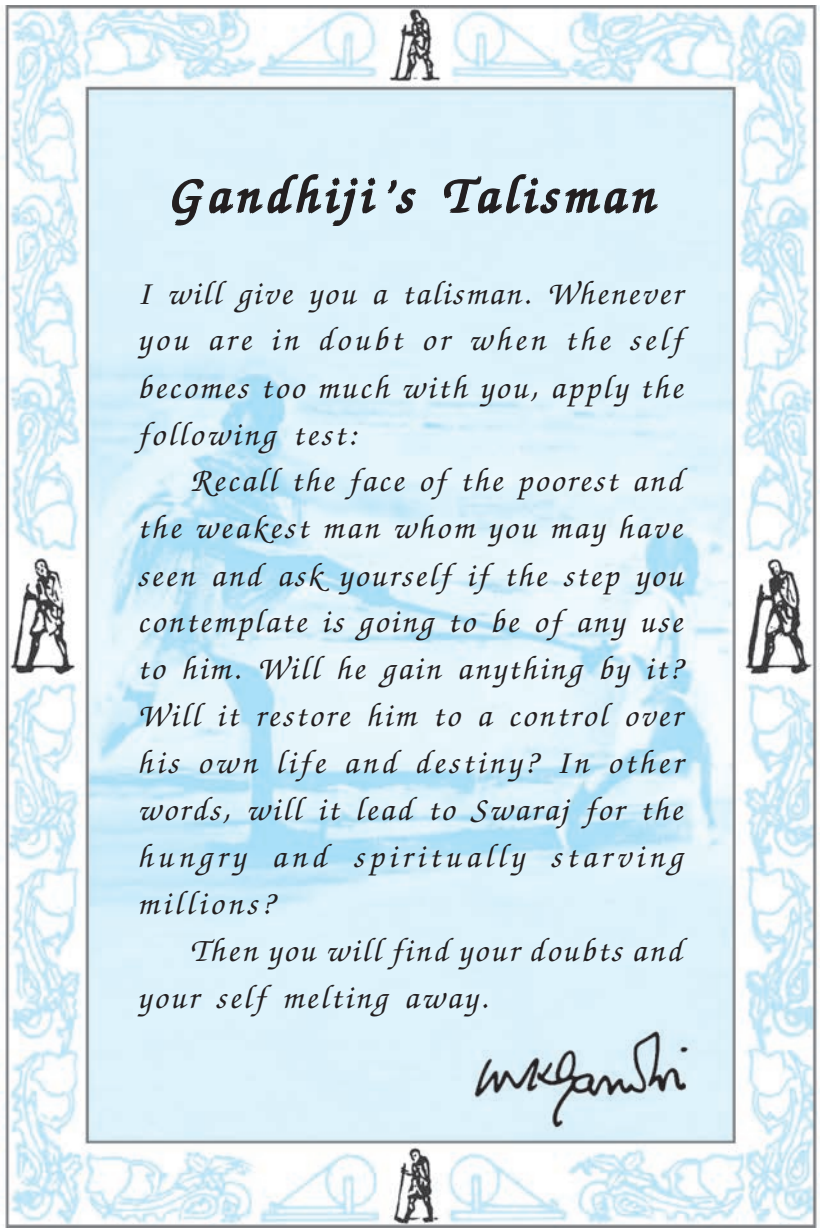

Gandhiji's Talisman

I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions?

Then you will find your doubts and your self melting away.

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1 Papa's Spectacles

Let us Recite

Today our papa
Is searching everywhere,
He has lost his spectacles,
It was his only pair!

He can't read the newspaper,
He can't watch TV,
He can't cut the vegetables,
Oh! Where can it be?

He checked inside his pockets,
He glanced under his chair,
He searched near the window,
He looked everywhere.

I told him, "Stop, Papa!"
I went up close, and said!
"Papa, your spectacles
Are right there on your head!"

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New Words

spectacles pair glanced searching

Let us Think

A. Answer the following questions.

1. What is Papa searching for?
2. What are the possible places where Papa can find it?
3. At last, where does Papa find his lost item?

B. Think and discuss

1. Apart from reading, guess some other chores that Papa cannot do without the spectacles.
2. What makes your papa happy?
3. Make a list of things as instructed below.

Things generally misplaced at your home	Who helps in finding these misplaced things?

How would you express your gratitude to them?

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Things generally misplaced at your school	Who helps in finding these misplaced things?

How would you express your gratitude to them?

Let us Learn

A. Look at the words in each group. Arrange them in ascending order (Write the smallest or lightest object first and the biggest or heaviest last.)

1. Towel, Sari, Handkerchief, Bedsheet

   .....

2. Apple, Strawberry, Cherry, Watermelon

   .....

3. Twenty-nine, Fourteen, Ninety-one, Forty-seven

   .....

4. Hen, Crow, Sparrow, Eagle

   .....

5. Ox, Rabbit, Elephant, Squirrel

   .....

Write two examples more, following the same pattern.

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B. Note the following phrase:

a pair of shoes

The word 'pair' is used in all the phrases given below.

Fill in the blanks and complete the phrases.

1. a pair of .....

2. a pair of .....

3. a pair of .....

4. a pair of .....

5. a pair of .....

6. a pair of .....

7. a pair of .....

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C. Encircle the word that is spelt correctly. One has been done for you.

1.	watter	water	weter
2.	vegatables	veggetables	vegetables
3.	balloon	baloon	ballon
4.	hause	house	houze
5.	elephant	elefant	ellephant
6.	spactacles	spektacles	spectacles
7.	karpenter	carpenter	carpainter
8.	fruitt	friut	fruit
9.	receive	recieve	raceive
10.	prinsipal	principal	princpal

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D. Complete the story using the correct prepositions.

around, after, before, in,
above, on, among

My father has a habit of keeping his spectacles ..... random places. Last week, he could not find his spectacles and looked ..... the house. We checked the big box that reached ..... our waists. My father looked for the spectacles ..... the newspapers kept ..... the table. He continued searching for two hours ..... finally giving up. He sat down on the bed ..... giving one final look to the room and said with a sigh, 'Looks like it is time to get a new pair.'

E. Use the clues given below to complete the crossword puzzle!

Across	Down
2. Not far, it's	1. I said no but he said ..... .
6. I want ..... clothes, not the dirty ones.	3. Something small is not ..... .
8. Not inside, play	4. Don't be sad, be ..... .

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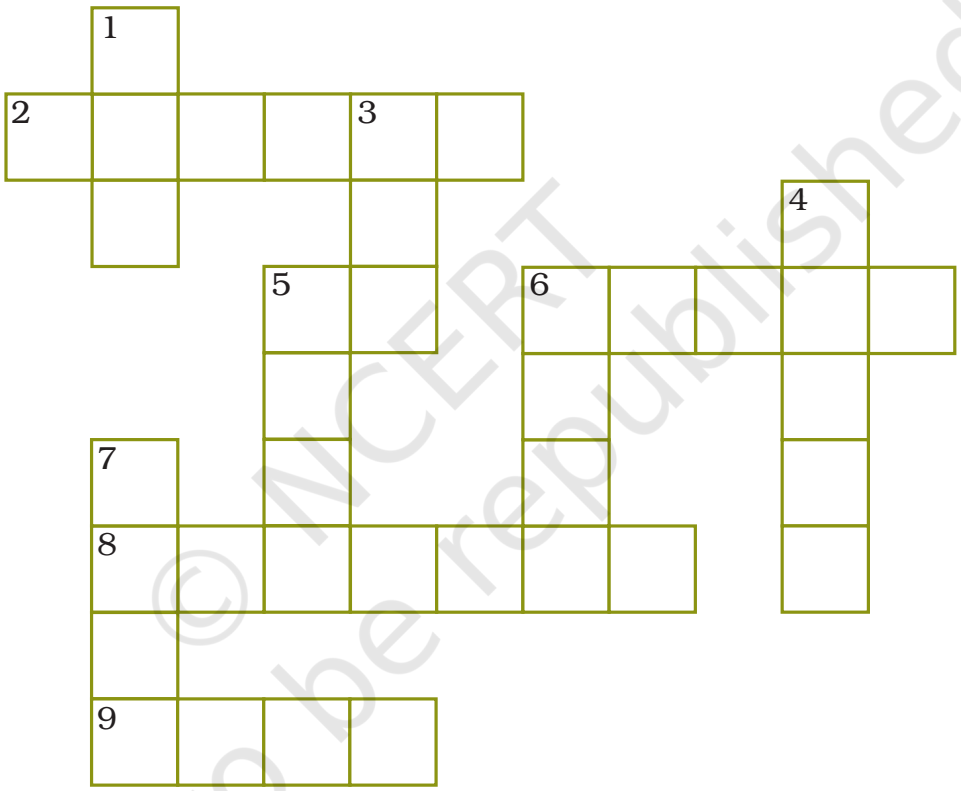
	5. You are slow, she is ..... .
9. When it's not bright, it's	6. Not hot, she likes ..... coffee.
	7. Not bought, but ..... .



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Let us Speak

'Papa' is a commonly used word in English to address one's 'father'. Say aloud the word you use for 'father' in your language. Make a list of such words in your notebook. Share them with the class.

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Let us Listen

Your teacher will read aloud a few word pairs. Listen carefully and encircle pairs in which the words sound different.

pair-peer	ate-eight	bed-bad	knot-not
fair-fare	hair-hare	fair-fear	where-were
sun-son	deer-dear	cold-could	heal-heel
knot-note	dare-dear	wood-would	fill-feel

Note to the Teacher

- Repeat each pair 3–4 times so that the learners can focus on the sounds.
- It is advised that facilitators listen to the pronunciation of each word so that they may familiarise the learners with the sounds in a better way.
- You may also use audios in the class.

Let us Write

Write the poem *Papa's Spectacles* in the form of a story in your notebook. Share your story with the class. You may start like this.

Today, my father is unhappy…

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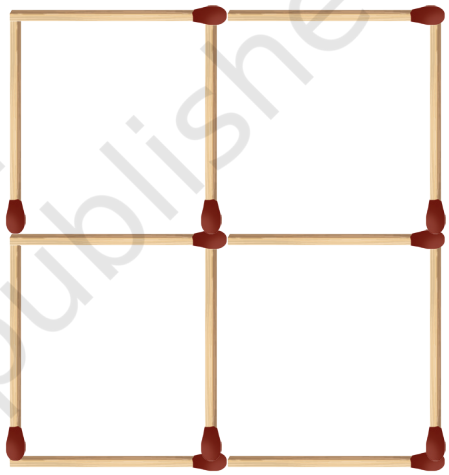
Note to the Teacher

- Learners may work individually or in pairs.
- You may revisit tenses before this activity.
- Encourage the learners to use the present tense while writing the story. However, learners who want to write the story in the past tense may be given a different prompt to begin the story. For example, One day my father lost his spectacles ...
- You may ask the learners to convert more poems into stories.

Let us Do

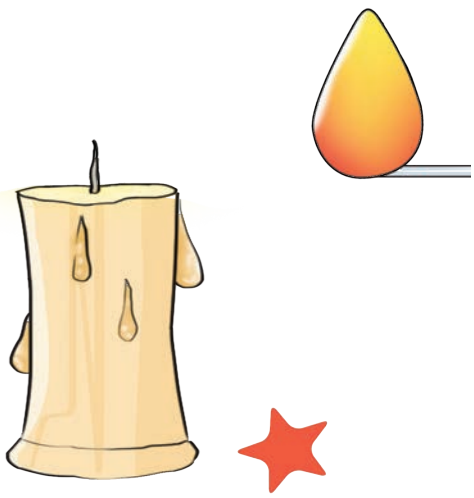
A. Fun with matchsticks.

Move 3 matchsticks to make 3 squares.



B. Look at the flame.

Touch the red star with the tip of your nose, and look at the candle. And lo! It starts burning!



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C. Look carefully. Can you find 'd'?

b	b	b	b	b	b	b	b	b	b	b	b
b	b	b	b	b	b	b	b	b	b	b	b
b	b	b	b	b	b	b	b	b	b	b	b
b	d	b	b	b	b	b	b	b	b	b	b
b	b	b	b	b	b	b	b	b	b	b	b
b	b	b	b	b	b	b	b	b	b	b	b
b	b	b	b	b	b	b	b	b	b	b	b
b	b	b	b	b	b	b	b	b	b	b	b
b	b	b	b	b	b	b	b	b	b	b	b

Just for Fun

Riddle

I go to the market,
I lovingly bring you home,
I sit in front of you,
And I cry, cry, cry.
What is it?

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0532CH02

2 Gone with the Scooter

Let us Read

It was a summer afternoon. Gopi was sitting in the veranda, reading a book.

Suddenly, he heard something rustling past and falling with a thud in the garden. He wondered what it could be. Perhaps, it was a mango falling from the tree. Immediately, Gopi put his book aside, got up, and ran into the garden.

He searched in between the thick grass near the garden fence. But, he found nothing. He looked among the bushes. Nothing was there again. Then, his eyes fell on a heap of dry leaves. There was a white ball on the heap. Gopi reached out and took the ball in his hands. It was a hockey ball.

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Gopi wondered, “Whose ball could this be?” He looked around, and peeped outside the gate, but could see no one. Just then he heard his mother calling. “Gopi! What are you doing out in the garden? It’s very hot. Come inside.”

Gopi went inside, and drank a glass of water. He lay down on the mat, and said to himself, “I can’t keep this ball for myself. I will ask around.”

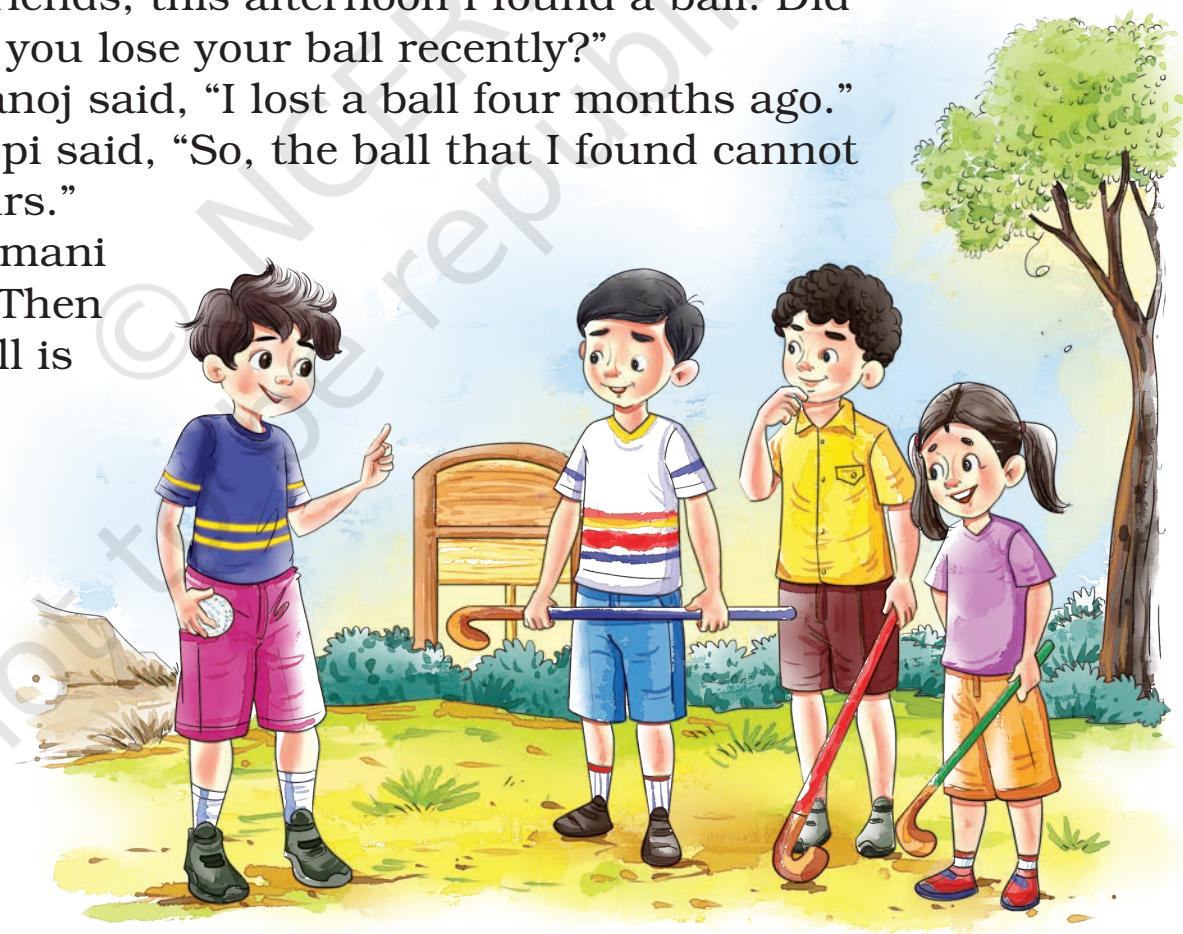
In the evening, Gopi went to the nearby playground where all his friends regularly gathered to play hockey.

“Friends, this afternoon I found a ball. Did any of you lose your ball recently?”

Manoj said, “I lost a ball four months ago.”

Gopi said, “So, the ball that I found cannot be yours.”

Ramani said, “Then the ball is mine.”



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"How do you know?' asked Gopi. "What colour is it?"

"Show me the ball and I will tell you," said Ramani smilingly.

Another friend Deepak boasted that his father had bought him a brand-new football the previous day. "The ball I found is a hockey ball," said Gopi.

Everyone laughed. Gopi took out the ball from his pocket. Manoj grabbed it and tossed it over to Deepak.

Seeing this, Gopi said at the top of his voice, "Stop! I say, stop! Let's play before it gets dark."

Manoj went to the goalpost as he liked to be a goalkeeper. Gopi stood at the centre of the field holding the hockey stick. He passed the ball to Deepak, who drove the ball towards Ramani. Ramani dribbled the ball with the stick and it went to Jay.

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"Come on Jay, play the shot and drive it towards the goalpost," Manoj said loudly.

Jay tightened his wrist around the stick with the flat side touching the ball. He hit the ball so hard that it went past the playground gate and fell into the basket of a passing scooter. The scooterist who was unaware of what had happened, drove past. By the time the children ran to the gate, the scooter was gone… and so was the ball. They looked at each other and burst into laughter.

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New Words

dribble rustling grab boast unaware thud

Let us Think

A. Answer the following questions.

1. What was Gopi doing on the veranda?
2. What sound did Gopi hear before he went to the garden?
3. Describe Gopi's search for the ball.
4. Complete the table given below.

S. No.	Dialogue	The dialogue was said by	The dialogue was said to
a.	The ball I found is a hockey ball.		
b.	My father bought me a brand-new football.		
c.	I lost a ball four months ago.		
d.	Show me the ball and I will tell you.		

5. Who grabbed the ball from Gopi? How did the game start?
6. Why did everyone laugh at the end of the story?

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B. Think and answer

1. What would you have done if, like Gopi, you had found a ball that did not belong to you?
2. Imagine what happens to the hockey ball after it is taken away by the scooter. Where does it go? Who finds it?
3. Notice that the scooterist is wearing a helmet. Why is it important to wear a helmet? Should the pillion rider also wear a helmet?

Note to the Teacher

Initiate a discussion on various aspects of road safety.

Let us Learn

A. Match the following

Word		Meaning
Dribble	•	• a soft crackling sound
Boast	•	• take something with a sudden movement
Rustle	•	• moving a ball with small taps while playing hockey
Grab	•	• to speak too proudly

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B. Complete the following story using the words given in the box.

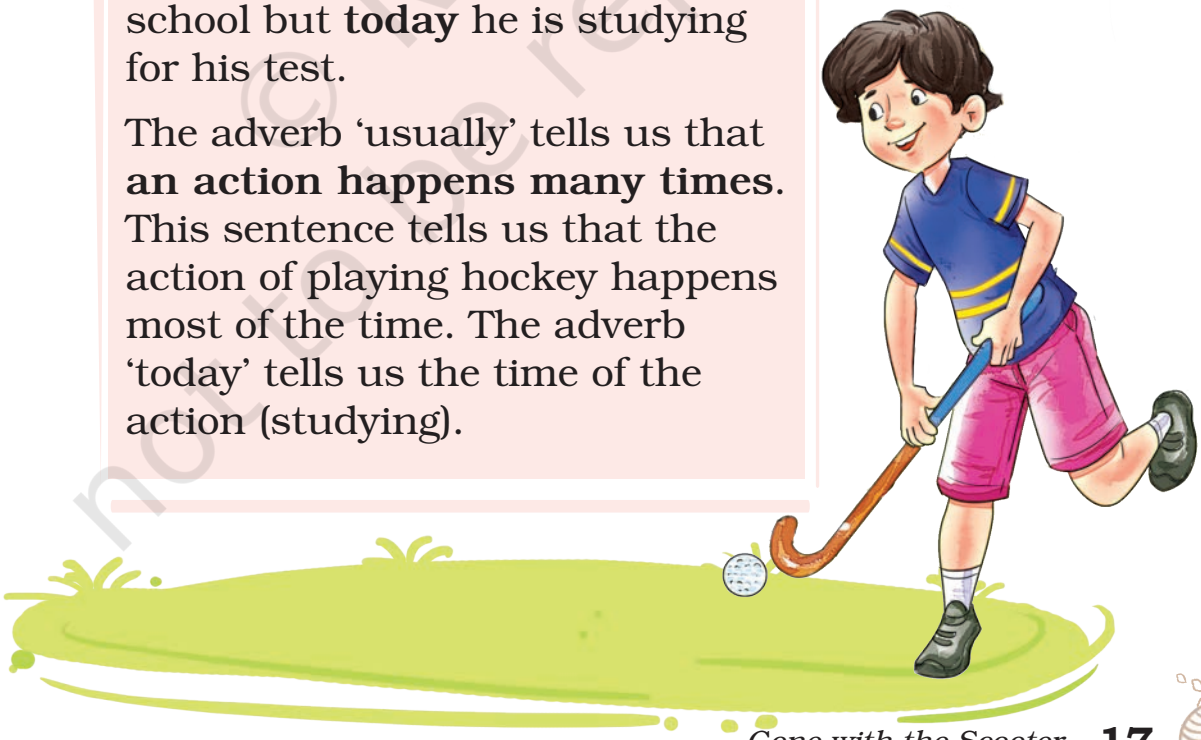
since, however, because, when

Gopi completed his work ..... he wanted to go outside and play. ..... when he reached the playground nobody was there. ..... his friends were yet to join him, he decided to take a walk. After 15 minutes, five of them came and everyone started to discuss the games. They decided to play hopscotch ..... they got to know that Ramani would not be joining them.

C. Read the following sentence

Gopi **usually** plays hockey at school but **today** he is studying for his test.

The adverb 'usually' tells us that **an action happens many times**. This sentence tells us that the action of playing hockey happens most of the time. The adverb 'today' tells us the time of the action (studying).



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Now encircle the adverbs in the following sentences.

How many times the action happens/happened	Time of the action
	a. Gopi immediately got up and ran into the garden.
	b. Shama often writes in her diary.
	c. All his friends regularly gathered to play hockey.
	d. I always complete my homework.
	e. Yesterday I ate an ice cream after lunch.
	f. Monika never eats junk food.
	g. Now they are going to sing their favourite song.

Note to the Teacher

- You may share the meanings of the adverbs with your learners.
- Explain the difference between the adverbs of frequency and adverbs of time, using examples from daily life.
- Once the learners have understood the concept, you may introduce forming questions as a part of identifying adverbs for example 'for adverbs of frequency' answer the question of 'how many times?' and 'for adverbs of time' answer the question 'when'? Encourage learners to frame questions using this method.

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Let us Listen

A. Listen to your teacher. Follow the instructions and draw accordingly in the space provided below.

- Draw a few big dry leaves at the centre with no gap between the leaves. Draw a ball in the middle of the leaves.
- Draw a few twigs here and there.
- Colour the leaves yellow and brown. Colour the twigs brown.
- Now you have found the ball.

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Let us Speak

A. The teacher starts a story with one sentence. Each student adds a sentence to continue the story.

For example:

Teacher: "Once upon a time, a boy found a magic key."

Student 1: "The key opened a door to a secret garden."

Student 2: "In the garden, he saw a talking rabbit."

B. The title of this textbook is 'Santoor'. Say the word 'book'. Next, say the word 'Santoor'. Do you notice the difference? Although, both the words have 'oo' in them, the sound of 'oo' in 'book' is short; the sound of 'oo' in 'Santoor' is long.

Say aloud the following words. Encircle the words which have a long 'oo' sound.

1. Hood	2. School
3. Foot	4. Maroon
5. Scooter	6. Shook
7. Bloom	8. Food
9. Look	10. Moon
11. Book	12. Took

Note to the Teacher

- Continue the story till all the learners get a chance to add one sentence each to the story.
- Ensure the learners pronounce the long and the short vowel sounds clearly.

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Let us Write

A. By the time the children ran to the gate, the scooter was gone… and so was the ball. They looked at each other and burst into laughter.

Write a possible conversation between Gopi and his friends after this incident?

Gopi: .....

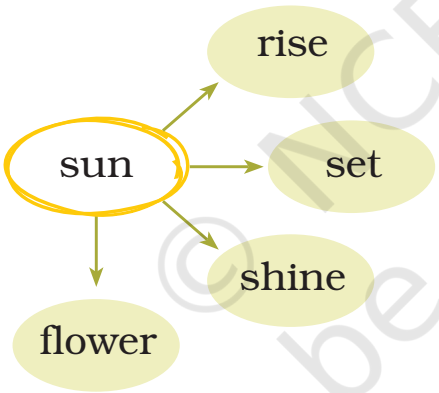
Ramani: .....

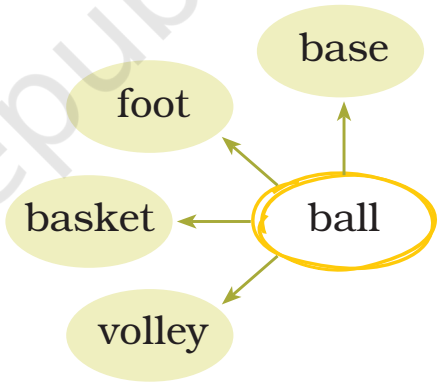
Deepak: .....

Manoj: .....

Jay: .....

B. Form new words by following the examples given below:





sun + rise = sunrise

foot + ball = football

....

....

....

Write a sentence using each of these words in your notebook.

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C. You have already noticed that the word 'scooter' has 'oo' in the middle. Using the clues given below, write ten words that have 'ai' in the middle. One has been done for you?

Clue	Word
1. Something that has four legs, on which you generally sit.	chair
2. Water that falls from clouds.	.....
3. A vehicle that runs on tracks.	.....
4. You use this to colour your wall or pictures.	.....
5. The part of body that helps you think.	.....
6. A slow moving creature with a shell.	.....
7. Letters and packages you send or receive.	.....
8. The movements of boats on water.	.....
9. All animals have them, long or short.	.....
10. Steps that takes us from one floor to another.	.....

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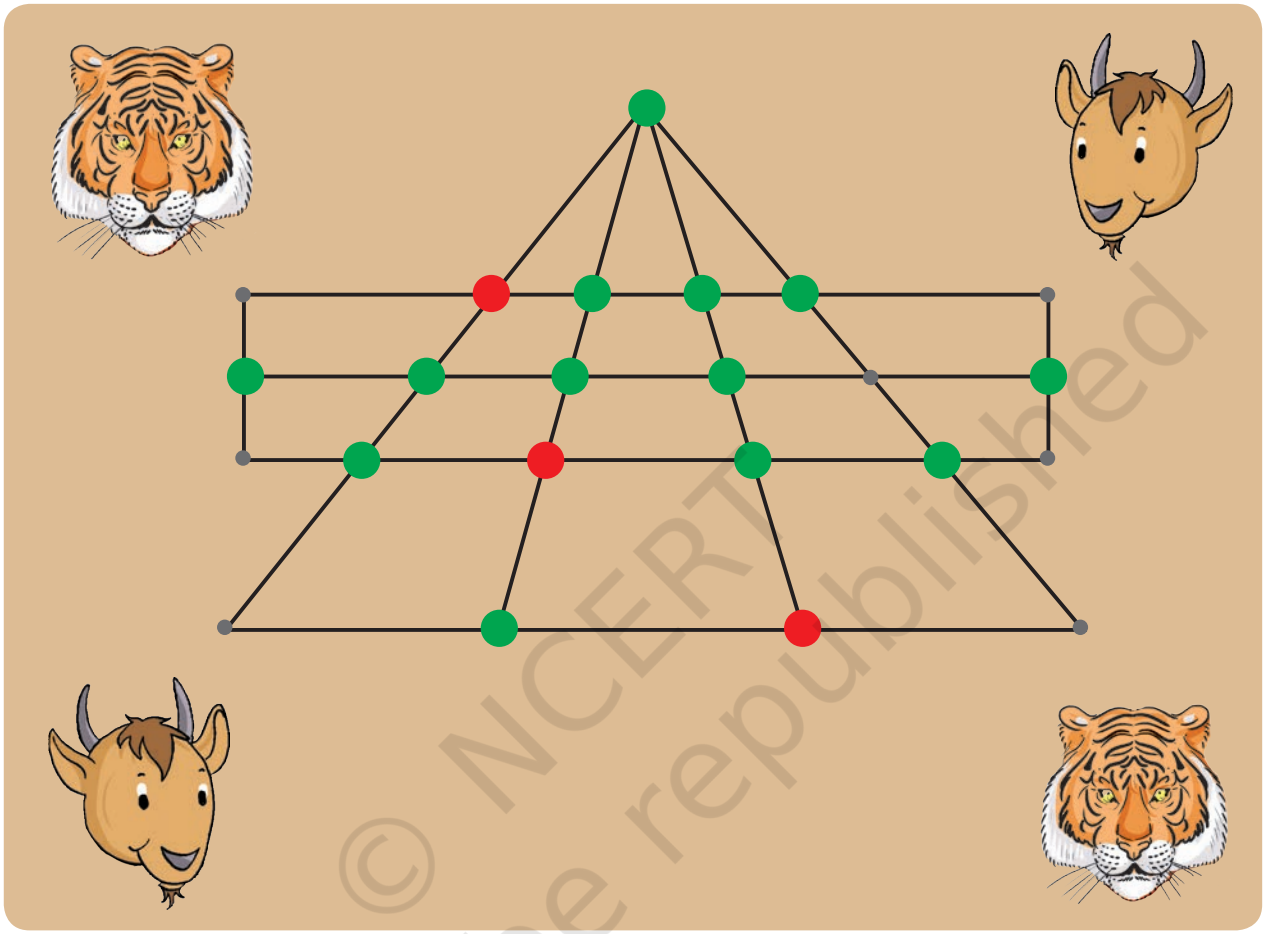
Let us Do

Prepare a board game to play 'Tigers and Goats'.



1. Take a square piece of cardboard.
2. Paste a chart paper on it.
3. Draw the pattern as shown in the picture.
4. Collect two different types of pebbles—three big pebbles and thirteen smaller ones. Paint them red for tigers and green for goats. Keep three similar pebbles for tigers and thirteen similar pebbles for goats.

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How to play the game?

- At least two players are needed to play the game. One player represents the 'Goat' and the other represents the 'Tiger'.
- If you are playing as the 'Tiger', your objective would be to 'defeat' five goats. If you are playing as the 'Goat', your objective would be to surround all three tigers such that the tigers cannot make a move.
- Both the pebbles can be placed on the intersecting points. The goat player places a pebble first on any intersection Next, the tiger places a tiger stone on any intersection, as indicated.
- The tiger may jump over the goat to the next intersection. If so, the goat is considered 'captured' and will be out of the board.
- In order to prevent the tiger from jumping over the goat, the next intersection has to be covered. So the goat player places another pebble at that intersection.
- The goat player places one goat on the board at a time. The tiger player can either place the tiger stone or move.
- But, the goats cannot move until all thirteen of them are on the board. The tigers must attempt to 'capture' the goats by jumping over them into a free space, the goat is then taken off the board.

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Let us Explore

A. Prepare a chart with the following categories

S. No.	Name of the game	Outdoor/ indoor	Players needed	Equipment needed
1.	Kabaddi	outdoor	team	nil
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

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B. Write a mini biography about a famous sports person of your choice. You may use the following hints:

- Name of the sportsperson.
- Name of the sport the person is famous for.
- When and where the person was born?
- List one or two achievements.
- Why the person is famous/inspiring?

C. Find out about a famous hockey player and talk about them.

I can name all the players of the Indian women's hockey team! Can you?

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3 The Rainbow

0532CH03

Let us Recite

Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier far than these.

There are bridges on the rivers,
As pretty as you please;
But the bow that bridges heaven,
And overtops the trees,
And builds a road from earth to sky,
Is prettier far than these.

–Christina Rossetti

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New Words

overtops bridges bow

Let us Think

A. Answer the following

1. Explain the meaning of the word 'bow' used in the poem.
2. Which bridge does the poet like more and why?
3. The word 'these' is used for different things in stanzas one and two. What are the things for which 'these' has been used in each stanza?
4. State whether the following are True or False.
   a. Ships sail on the river.
   b. Boats sail on the sea.
   c. Bridges are built on the river.
   d. A road is built from earth to the sky.

B. Think and discuss

1. What are the ways in which you can cross a river?
2. Have you ever seen a rainbow in real life or in pictures? How did you feel?
3. If you could walk on a rainbow, where do you think it would take you?

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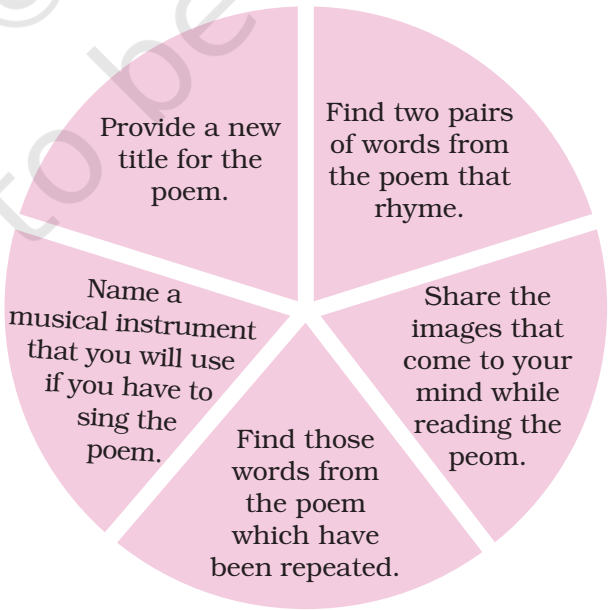
Let us Learn

A. Rearrange the letters of each word to form a meaningful word from the poem. Write them in the space provided.

1.	sial
2.	vierr
3.	sae
4.	oduscl
5.	risebgd
6.	nhveea
7.	eoptvros
8.	owb
9.	droa

S	A	I	L					

B. Work in pairs. One of you moves a finger around in the circle. When your partner says 'Stop', perform the action indicated by the segment that the finger lands on.



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Let us Listen

Sit in a circle and listen to the words read aloud by your teacher. Give five rhyming words for each word as indicated.

- Ship – *chip*, *trip*, ..., ..., ...
- Tree – ....., ..., ..., ..., ...
- Bow – ....., ..., ..., ..., ...
- Rain – ....., ..., ..., ..., ...
- Sun – ....., ..., ..., ..., ...
- Sea – ....., ..., ..., ..., ...
- Sail – ....., ..., ..., ..., ...
- And – ....., ..., ..., ..., ...
- Sky – ....., ..., ..., ..., ...
- Far – ....., ..., ..., ..., ...

Note to the Teacher

Draw learners' attention to the aspect of sound. The focus should be on the sound and not on the spelling.

You may select more words according to the level of your learners.

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Let us Speak

Recite the poem given below in three ways:

a. In a happy voice

b. In an angry voice

c. In a surprised voice

1. **Colours**

You have a few crayons,
Red, yellow and blue.
Green, purple and black,
I have some too
I need the red
and you need the black.
If we share our crayons,
we have a full pack!

– *Santoor,* Grade 3

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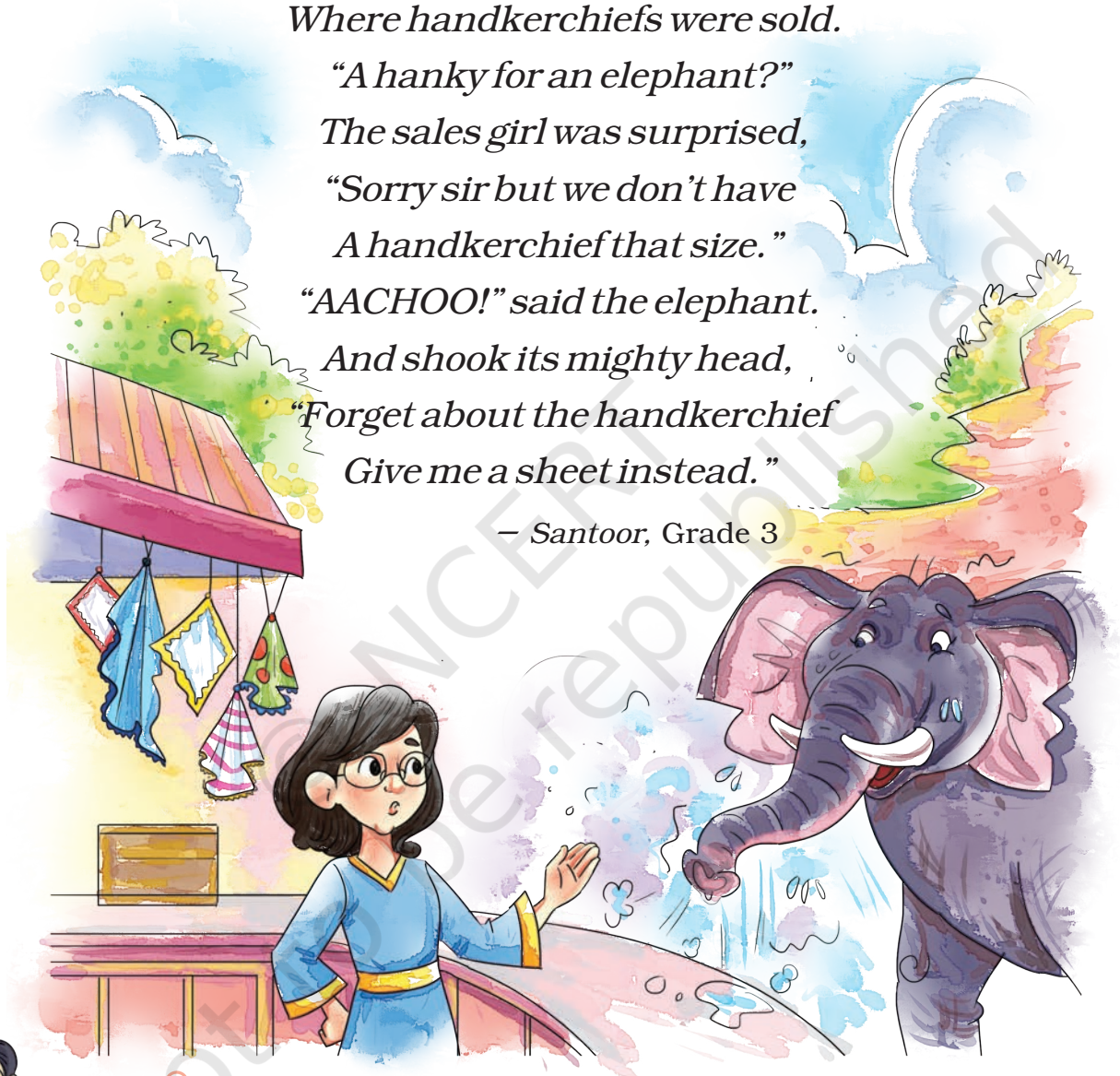
2. **Aachoo!**

Once a mighty elephant,
Got a mighty cold.
It went to buy a handkerchief,
Where handkerchiefs were sold.
"A hanky for an elephant?"
The sales girl was surprised,
"Sorry sir but we don't have
A handkerchief that size."
"AACHOO!" said the elephant.
And shook its mighty head,
"Forget about the handkerchief
Give me a sheet instead."

— *Santoor,* Grade 3



Note to the Teacher

You may recite another poem in 'different' voices to demonstrate different emotions. Ask learners about feelings that the person reciting the poem is trying to convey. Draw their attention towards gestures and expressions. Learners may recite the poems individually or in pairs.

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Let us Write

A. The poem *The Rainbow* mentions boats and ships and their journey across the water bodies. You too may have travelled to different places. Share your experience of travelling to any one place with your class.

Write a short paragraph of 80–100 words about your journey to a place you visited recently.

You may include the following points in your paragraph:

- Time of journey and destination
- Purpose of travel
- Whom you travelled with
- Things you liked or disliked during your travel
- Local dishes and snacks
- Monument, landmark or scenery

Note to the Teacher

- Focus should be on the experience of travelling and not on the place visited by the learners.
- Learners may share experiences of travelling to meet their relatives.
- Revisit the rules of past tense before assigning this activity.
- Facilitators are also encouraged to share their travelling experiences with the learners.

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B. A word joins a 'friend word' to make new words, as shown below. Complete the table.

	Word	Friend word	New word
1.	rain	bow	rainbow
2.	tea	cup	.....
3.	wrist	.....	.....
4.	arm	.....	.....
5.	earth	.....	earthworm
6.	.....	.....	sunflower
7.	table	cloth	.....
8.	note	.....	notebook
9.	.....	.....	earring
10.	tooth	.....	.....

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Read the following sentences.

a) I have seen a **bridge** made of roots in Meghalaya.

In the above sentence, the word 'bridge' is a noun.

b) Some planks of woods were used to **bridge** the stream.

In the above sentence, the word 'bridge' is a verb.

C. The following words are both nouns and verbs. Create two sentences for each word, once as a noun and then as a verb and write them in your notebook.

1. cut
2. bat
3. picture
4. cry
5. filter
6. dance
7. plant
8. paint
9. fly
10. face

Note to the Teacher

- Create sentences using the above words and share them with learners.
- Encourage the learners to work in pairs or small groups and share their sentences with their peers.

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D. 1. Write the opposites of the following words in the space provided. All your answers must begin with an 'S'.

a.	large	×	small
b.	weak	×	s.....
c.	fast	×	s.....
d.	rough	×	s.....
e.	dull	×	s.....
f.	curved	×	s.....
g.	finish	×	s.....
h.	addition	×	s.....
i.	complicated	×	s.....
j.	mild	×	s.....
k.	blunt	×	s.....

Now, make sentences using the words that you have written in the blanks. Write them in your notebook.

2. In small groups, choose a letter of the English alphabet and create an exercise similar to the one above.

Note to the Teacher

- Learners may require support with vocabulary, which can be provided during the activity.
- A dictionary may be brought to the class for reference.

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E. VIBGYOR—The colours of the rainbow.

VIBGYOR is an easy way to remember the seven colours of the rainbow in order.

V – Violet
I – Indigo
B – Blue
G – Green
Y – Yellow
O – Orange
R – Red

When sunlight passes through rain droplets, it splits into these seven beautiful colours forming a rainbow in the sky.

F. The following items, generally found in kitchens, add colour and taste to the food. What colours are they? Write them in the column. What do you call them in your mother tongue?

Item	Colour	Name in mother tongue
clove		
cinnamon		
dry chilli		
garlic		
curry leaves		
peppercorns		
fennel seeds		
cumin seeds		
mustard seeds		

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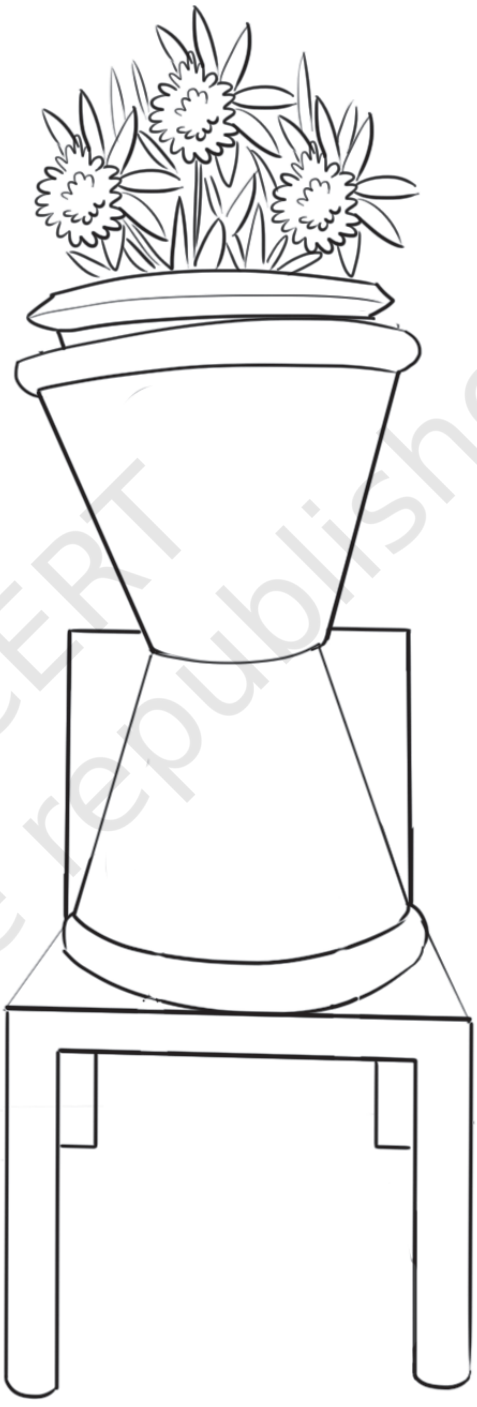
G. Welcome to the land of flowerpots! Design and colour a Flowerpot Friend!



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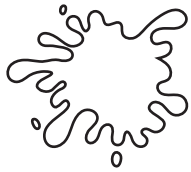
Let us Do

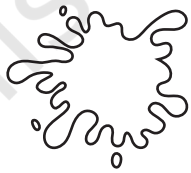
Do you know these colour combinations? Colour within the outline and write the name of the new colour.

1. + = 

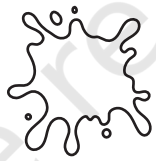
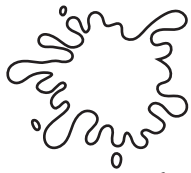
red blue p _ _ _ _ e

2. + =

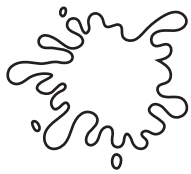
yellow blue g _ _ _ n

3. + = 

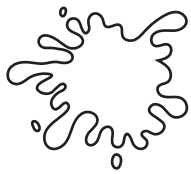
red yellow o _ _ _ _ e

4. +  = 

red white p _ _ k

5. + = 

red black m _ _ _ _ n

6. + + = 

red yellow blue b _ _ _ n

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Let us Explore

A. Make a list of different types of boats. Collect pictures and information about the listed types of boats. Make a presentation to depict the differences among them.

B. Split the class into two groups. One group can talk about human-made things like ships and bridges. While the other discusses natural things like clouds and rainbows. Let them share their thoughts!

Did You Know?

Isaac Newton created a spinning disc painted with the seven colours of the rainbow to show that white light is actually made of many colours! When the disc spins very fast, your eyes see white instead of all the colours.

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4 The Wise Parrot

0532CH04

Let us Read

In a quiet village, a rich merchant kept a bright and talkative parrot in a cage of gold. The parrot had a sharp mind and often entertained the merchant with stories and songs. However, deep inside, the bird longed for the open skies and green trees.

One day, the merchant decided to travel far away for business. He thought he would do something to please his pet. He walked up to the cage and said, "My beloved parrot, I am about to travel to a far-off land. What can I bring for you from there?"

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The parrot replied, “Dear master, you look after my needs so well that I have tasted all the tender fruits and chillies. But, I want to taste the joy of flying in the sky. If you really want me to be happy, please let me fly off into the sky.”

The merchant said, “You are very dear to me and I cannot bear to let you go away. Ask for anything else.”

The bird sighed. “Since you cannot let me fly, when you see my friends in the jungle tell them that I send them greetings from my cage.”

The merchant went off on his travels. One day in a forest, he saw a flight of parrots with the same colour as his pet. He walked up to the tree and said, “O beautiful parrots, I have one of your relatives as a pet and I keep it in a cage of gold. It has sent greetings for you all.”

As the merchant finished speaking, one parrot dropped like a stone from the tree and fell on the ground.

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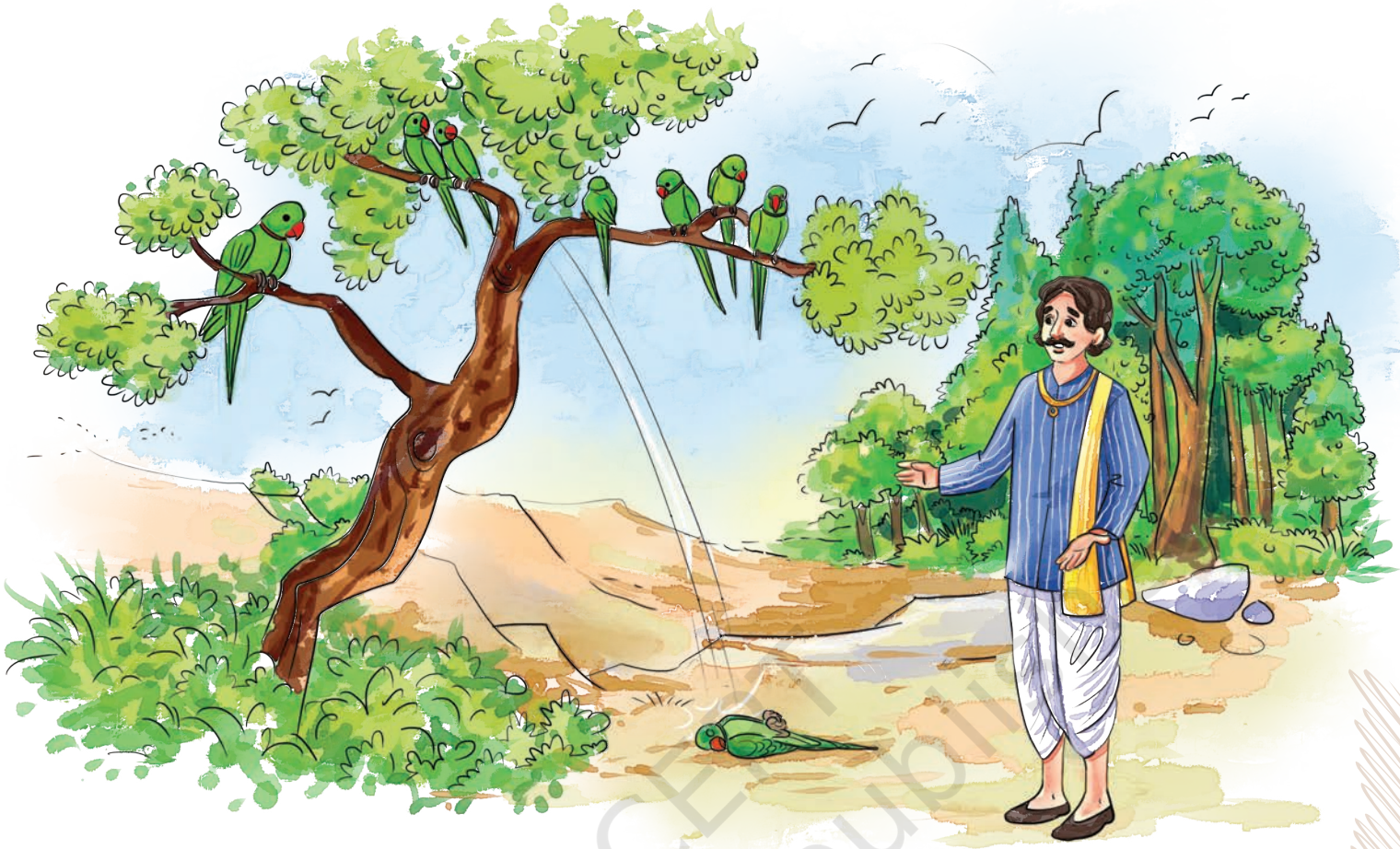

The merchant was distressed at this. He hurried away from there.

On returning home, he went up to his parrot's cage and described all the wonders and the beauty he had seen on his journey, and how a flight of parrots had come to the forest he was visiting.

He then told his pet about the message he had conveyed, and, with great sorrow, described how one bird had been so shocked that it fell to the ground.

As soon as he finished talking, his own pet parrot fell from the perch to the floor of the cage.

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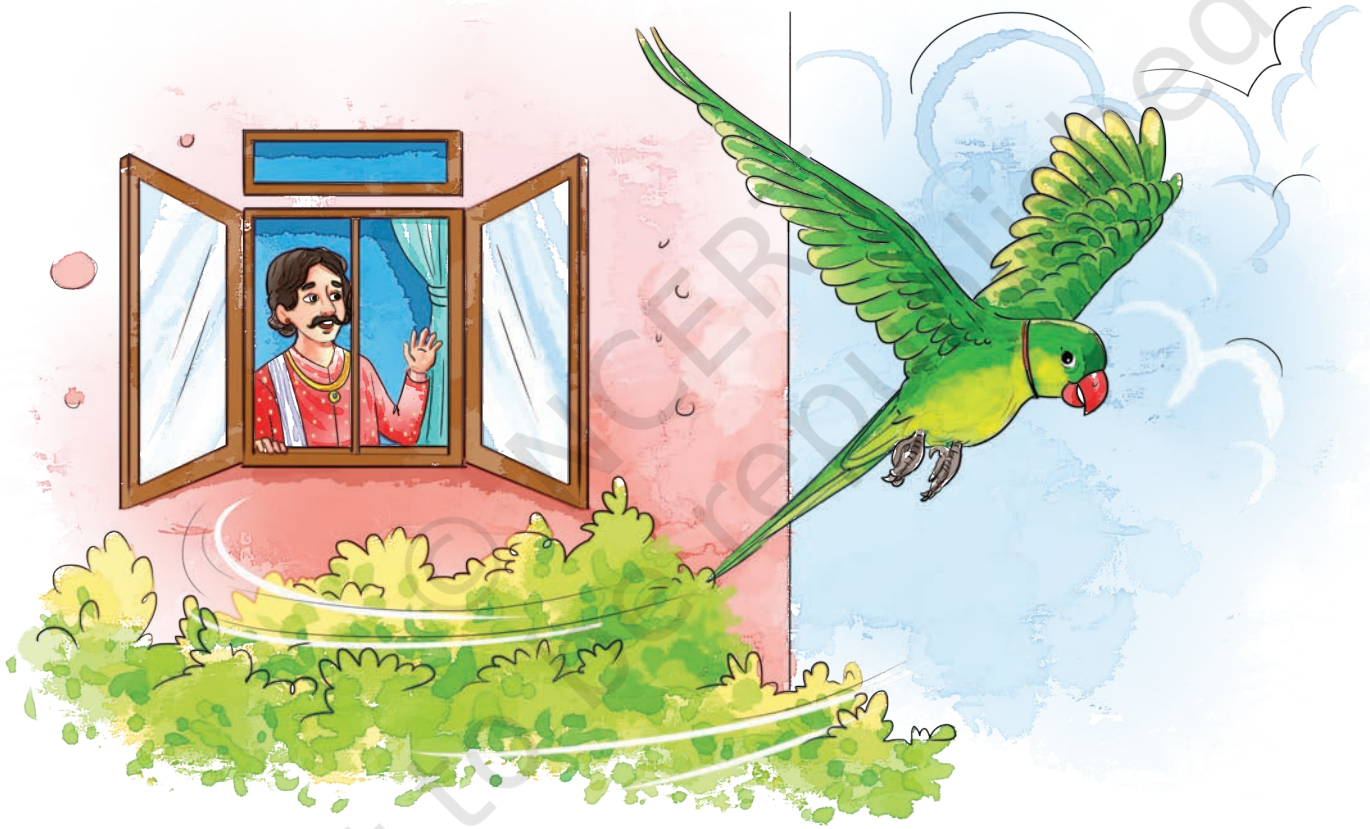
The merchant couldn't understand how his beloved pet died so suddenly. He reached into the cage and gently took the still warm body of the bird and placed it on the windowsill.

As soon as he stepped back, the bird stirred, stretched its beautiful green wings and flew off into the open sky saying, "My friend showed me how I could escape and now I can fly in the sky. Goodbye!"



New Words

merchant	tender	distressed
perch	windowsill	sighed

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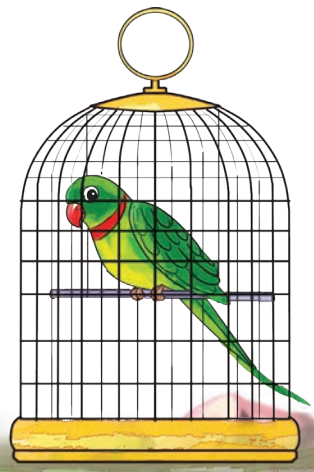
Let us Think

A. Answer the following questions.

1. Why did the merchant keep the parrot in a cage of gold?
2. What made the parrot a favourite pet of the merchant?
3. What message did the parrot ask the merchant to convey to its friends?
4. What happened after the merchant gave the message to the parrots?
5. How did the parrot escape from the cage?

B. Think and discuss

1. If you were the merchant, how would you respond to the parrot's request for freedom?
2. Can you think of a real-life situation where intelligence is more useful than strength?
3. Which parrot from the chapter was actually 'wise' according to you? Give reasons for your answer.



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Let us Learn

A. Fill in the blanks with suitable phrases given in the box to make a meaningful paragraph.

stand upright, all over, look after, stepped out, went away, came across, about to

One winter morning, as I ..... of my home, I saw that the snow was ..... the place. While walking uphill towards my shop, I ..... a small puppy. Its leg was injured and it was ..... collapse. Being in pain it was unable to ..... . So, I decided to take it home and ..... it. With good care, all its pain ..... .

Note to the Teacher

- Share the meanings of these phrases with your learners.
- Explain the difference between a sentence and a phrase using examples from different texts.

B. Complete the sentences. The first one has been done for you.

pack, bouquet, army, flock, bunch, flight, swarm,

1. A ..... flight ..... of parrots came to the forest.
2. I saw a ..... of sheep in the fields.
3. A ..... of wolves was howling loudly.
4. We gave a ..... of flowers to the chief guest.
5. A ..... of bees hovered around the flowers.
6. An ..... of ants is moving towards the anthill.
7. I helped my mother find a ..... of keys.

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Note to the Teacher

- Encourage learners to use the collective nouns in mentioned the previous question in conversations.
- You may share more examples of collective nouns with them.
- Revisit the words whenever you get the opportunity to bring them up during informal conversation.

C. Read the following.

1. I have come from Jalandhar.

   The underlined part tells us that the action of 'coming from Jalandhar' took place sometime in the recent past.

2. Rita has read all the poems written by Sarojini Naidu.

   The underlined part tells us about an 'experience of reading', that took place in the past but is still relevant in the present.

The above sentences have used present perfect tense.

We use present perfect tense to talk about:

- Actions that were completed in the recent past.
- Actions or experiences that happened in the past but affect the present.

Rule

Subject + has/have + Verb + Object

Now complete the following sentences using present perfect tense.

a. I ..... (visit) Delhi many times. It is a city with many historical sites.

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b. My friend Onshangla is an artist. She ..... (draw) pictures of ten monuments.

c. Mr. Joon ..... (buy) a new car.

d. I ..... (complete) my homework and my brother ..... (revise) for his test.

e. They ..... (write) letters to their friends.

Note to the Teacher

Draw learners' attention towards the aspect of 'completion' of the actions in the present perfect tense. Use examples to differentiate between 'has' and 'have'. Help learners frame sentences related to their day-to-day activities.

Let us Listen

Your teacher will read the paragraph given below, listen to the paragraph carefully. Your teacher will ask you some questions, which you can try to answer.

Birds are beautiful creatures with feathers and wings. Due to various reasons, many species of birds have become endangered. To protect these birds and their species, bird sanctuaries have been built. There are more than 70 bird sanctuaries in India. The Vedanthangal Bird Sanctuary, located in Tamil Nadu, is the oldest bird sanctuary in India. The Bharatpur Bird sanctuary, located in Rajasthan, is the largest bird sanctuary in our country.

Note to the Teacher

Ask factual questions based on the above paragraph.

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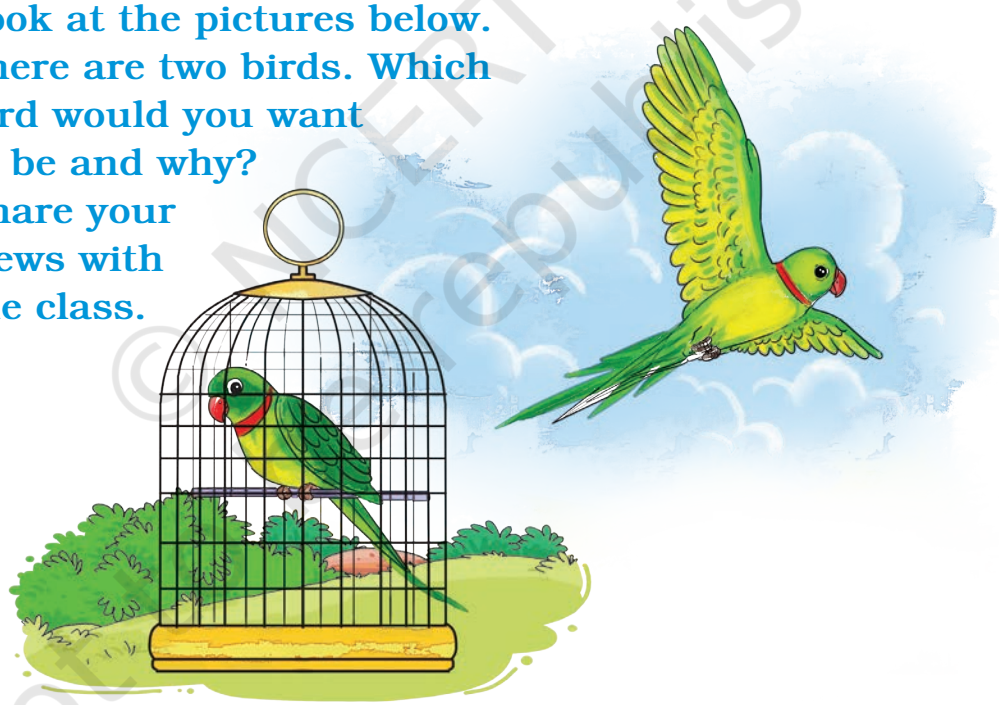
Let us Speak

A. Listen and repeat

tail	toil
bail	boil
ail	oil
fail	foil
cane	coin
sail	soil

B. Look at the pictures below. There are two birds. Which bird would you want to be and why? Share your views with the class.



Note to the Teacher

- Encourage the learners to share their views with the class.
- Ensure that the learners pronounce the words clearly, distinguishing between the 'ai' and 'oi' sounds.

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Let us Write

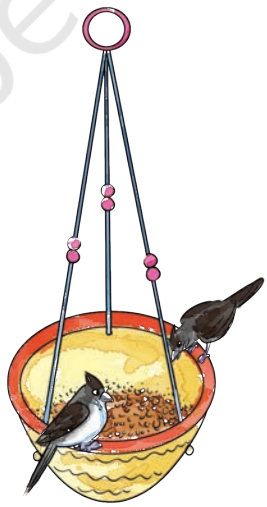
In the story, you read how the parrot tricked the merchant into releasing it but the story does not end here. Use your imagination to complete the parrot's story.

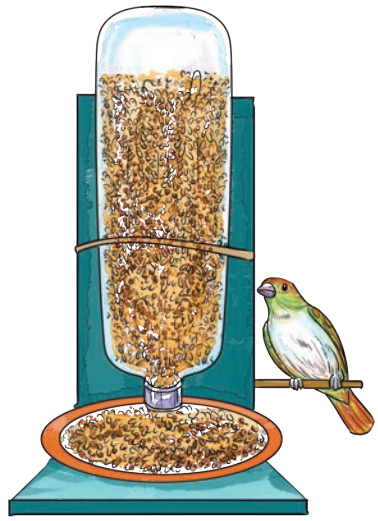
After escaping from the golden cage, the parrot decided to fly away…

Let us Do

A bird feeder is an object used to keep food for birds. You might have seen bird feeders placed outdoors in balconies, gardens, or parks to attract and feed birds. They are filled with seeds, grains, or nuts and placed in safe locations to help birds find food easily.

1. Look at the pictures of bird feeders given below and try to identify the material used to make them.





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These materials are easily available in our homes.

2. Make a bird feeder with the material of your choice. Fill it up with water, seeds, and grains like millets. With the help of your parents, place it at an appropriate location outside your house.

Happy feeding!

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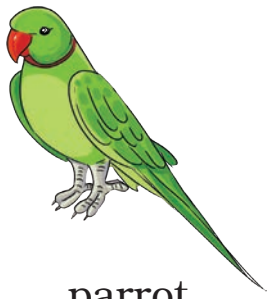
Let us Explore



parrot

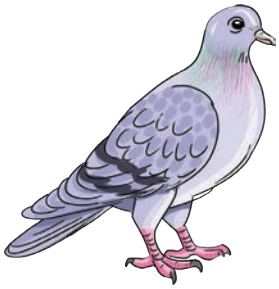
macaw

sparrow

crow

ostrich

seagull



pigeon

flamingo

weaver bird

tailor bird

Choose any two of the above and find out a few interesting facts about them.

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Self-assessment 1

You may select more than one box for each point.

1. I can recite the poems with gestures
   - by myself. ☐
   - in a group. ☐
   - by repeating after my teacher. ☐
   - None of the above. I like reading poems quietly. ☐

2. I can understand the new words
   - by using a dictionary. ☐
   - after listening to my teacher's explanation. ☐
   - by reading with my classmates in groups. ☐
   - by reading the entire sentence again. ☐
   - by looking at the pictures. ☐

3. I can answer the questions
   - in my mother tongue. ☐
   - in English. ☐
   - in English with a few words of my mother tongue. ☐
   - in my mother tongue, with a few words of English. ☐

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4. I can write a paragraph

- by myself. ☐
- after following my teacher's instructions. ☐
- after reading my friends' work. ☐
- with my teachers'/friends' help. ☐

5. I was able to do all the activities

- by myself. ☐
- with the help of my teacher. ☐
- with the help of my classmates. ☐
- with the help of my family members. ☐

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Note to the Teacher

- The assessment sheet should be filled by the learners.
- Teachers may include this as a part of their learners' progress trajectory.

0532CH05

5 The Frog

Let us Recite

I sit in ponds and in the rain,
Or hop about in a muddy drain.

As a tadpole, I swim with cheer,
A tiny fish-like thing, so clear!
I flick my tongue to catch my food,
It works so fast—now that's quite good!

I live on land and water too,
In places damp with drops of dew.
My colours match the plants and trees,
I hide so well in grass and leaves!

But snakes are near, I must beware,
Or else they'll catch me unaware!
I croak my songs, they sound so loud,
Yet in my pond, I feel so proud.

I hop around, I jump so high,
Up I go into the sky!
With webbed feet, I swim with ease,
And leap so high in joyful breeze!

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New Words

hop	muddy	flick	damp	dew
beware	croak	webbed		

Let us Think

A. Answer the following questions.

1. Where does the frog like to sit or spend time?
2. How does the frog catch its food?
3. How does the frog move in water and on land?
4. What helps the frog hide in its surroundings?

B. Think and discuss

1. What would it feel like to live like a frog, both in water and on land?
2. If you could hop as high as a frog, what fun things would you do?
3. How is a frog's life different from a fish's life?
4. How are frogs' webbed feet similar to the flippers used by scuba divers?

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Let us Learn

A. Choose the correct words from the brackets and fill in the blanks.

1. My colours match the plants ..... trees. (or/and)
2. Would you like to learn about frogs ..... tadpoles? (because/and)
3. I hop around happily, ... I must watch out for snakes! (but/so)
4. Frogs swim easily ..... they have webbed feet. (because/or)

B. The following words have been rearranged into sentences. Choose the correct option.

1. **hunts/night/the/silently/tiger/at**

   OPTIONS:

   a. The tiger hunts silently at night.
   b. Tiger hunts the silently at night.
   c. Hunts the tiger at night silently.

2. **elephants/in/forests/live/large/groups/in**

   OPTIONS:

   a. Elephants live large in groups forests.
   b. In groups large, elephants live in forests.
   c. Elephants live in large groups in forests.

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3. **web/a/spider/carefully/its/weaves**

OPTIONS:

a. A spider carefully weaves its web.
b. Spider carefully weaves its web a.
c. Carefully a spider weaves web its.

4. **crocodile/waits/the/silently/riverbank/the/near**

OPTIONS:

a. Crocodile waits the silently the near riverbank.
b. The silently crocodile waits near the riverbank.
c. The crocodile waits silently near the riverbank.

5. **a/swims/turtle/slowly/in/ocean/the**

OPTIONS:

a. A turtle swims slowly in the ocean.
b. Swims turtle slowly an ocean in.
c. The ocean swims a slowly turtle in.

Let us Speak

A. Three tongue twisters are given below. Try speaking each tongue twister slowly at first. Gradually increase your speed with each repetition. Count how many times you can say it correctly without making a mistake.

1. Four fierce frogs fight for flies.
2. Fast frogs flip-flop across fluffy fields.
3. Funny frogs flap floppy feet.

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B. Listen and repeat

Your teacher will say aloud the following pairs of words. Listen carefully and repeat each pair.

bet	bat
set	sat
men	man
leg	lag
met	mat

Note to the Teacher

- Say aloud every pair of words. Ensure that learners pronounce it clearly.
- Do this exercise at regular and frequent intervals.

Let us Listen

My Frog's World

Your teacher will read out instructions for you to follow and create your own 'Frog's World' in the space provided on the next page.

1. Draw the place: Imagine a place where your frog might be happy, like a pond, a forest or a rainy area.
2. Draw your frog: Draw a frog in the above setting.
3. Decorate with words: Around your drawing, write some words from the poem that describe the frog's life. You can even write your own short sentence about the frog's world.

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4. Colour it: Use colours to bring your frog's world to life! Be creative and make it as colourful as you would like.

My Frog's World

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Note to the Teacher

Read the instructions given in the 'Let us Listen' section, adding details of your own. For example, the first instruction may include details like trees, shrubs, plants, water, etc. Similarly, for the second you may elaborate on its webbed feet, its colour, and even its tongue, catching food.

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Let us Write

Here is a message for you from Hopper, the frog.

Dear Reader,

Hello! I am Hopper. I am writing this message to you from my big lily leaf pad. I like splashing water when it rains. My favourite hobby is sitting in water puddles and croaking.
I love eating mosquitoes and other insects. What do you like to do?

Your friend,

Hopper

Write a reply to Hopper in your notebook and share it with your class.

Note to the Teacher

- The activity can be used to introduce learners to write short messages.
- Facilitators may incorporate similar examples and encourage learners to write short messages individually or in pairs.

Did You Know?

How is a frog different from a toad?

Frogs usually have smooth, moist skin, and long legs for hopping, while toads have dry, rough, bumpy skin, and shorter legs for walking or hopping.

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Let us Do

A. Five of us are hiding in the picture. Can you find us?

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B. Look at the following steps carefully and draw a duck in the given space.

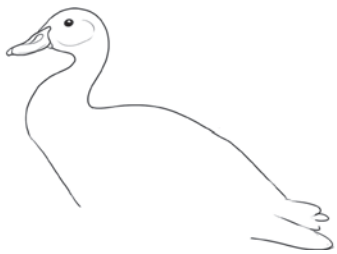
First

1

Then

2

Next

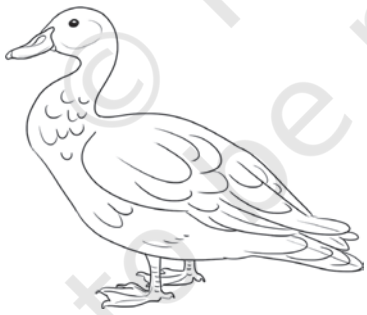


3

After that

4

Lastly



5

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C. **Move three crayons to change the direction in which the fish is swimming.**

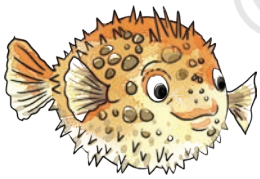
Did You Know?

Which is our national aquatic animal?

It's the Ganges river dolphin! It cannot see well, so it uses sounds to find its way in the water!

Let us Explore

Choose any two of the below and find out a few facts about them.



Puffer fish

Jellyfish

Seahorse

Starfish

Octopus

Catfish

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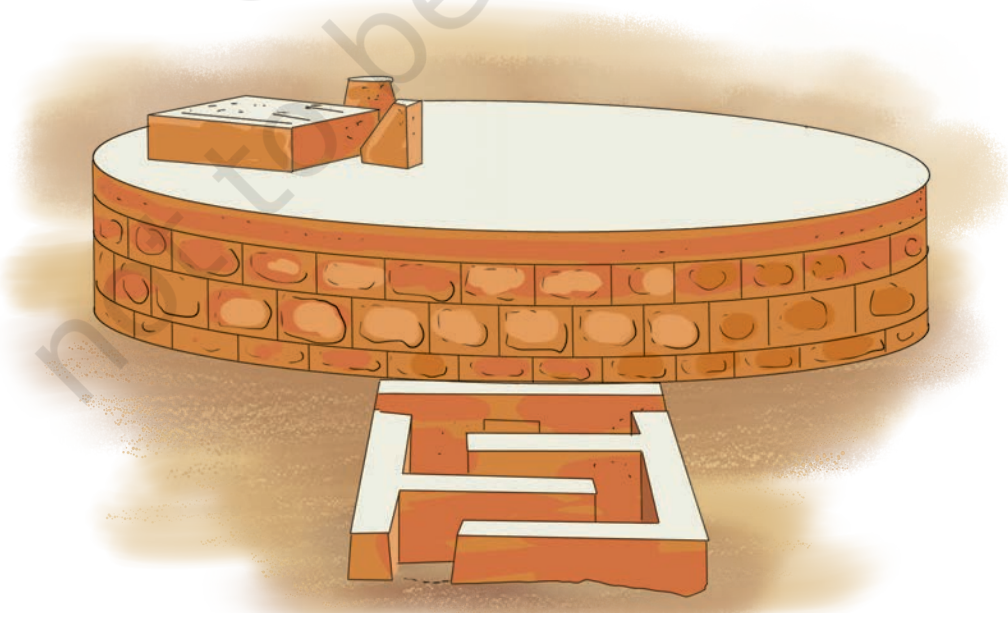
6 What a Tank!

0532CH06

Let us Read

Water conservation is a practice that has existed for centuries. Even hundreds of years ago, there were huge water storage structures. These did not just store water but also protected cities from floods, provided drinking water, and brought people together.

Today in many parts of India, many communities still practice the traditional water management methods. In Tamil Nadu, *Ooranis* store rainwater for drinking and farming. In Kerala, *Panam Keni* wells are known for not drying up even in the hottest months. Similarly, *Tankas* as shown below are quite common in Rajasthan's Thar region.



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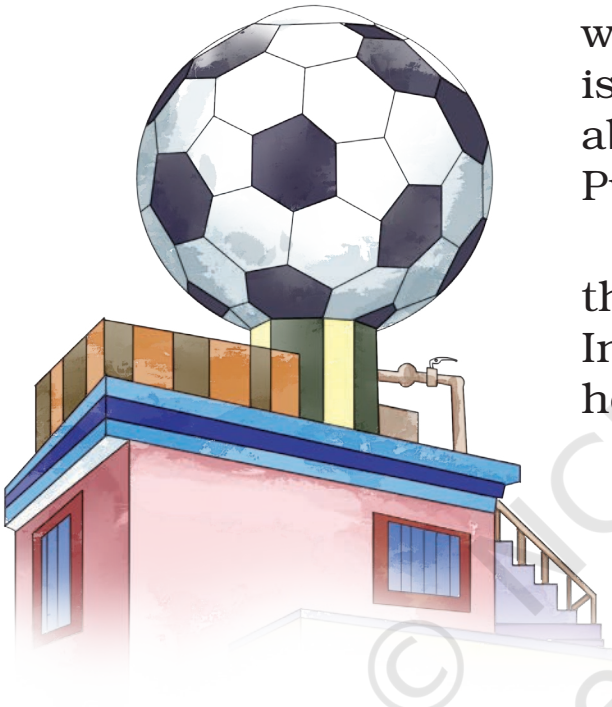
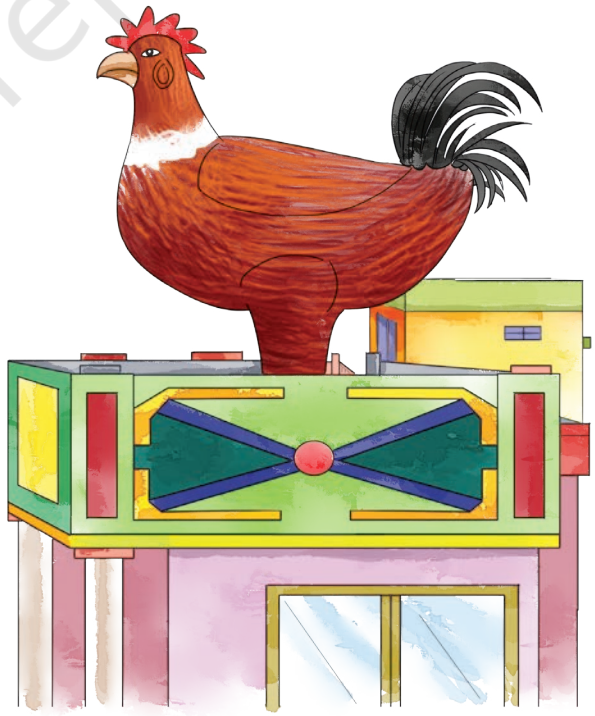
They are underground tanks that can store enough water for six to seven months.

Nowadays most people have water tanks to store water in their homes. These tanks store hundreds and even thousands of litres of water. Usually, they are kept or built on the roofs. Such water tanks are called overhead water tanks.



Most of us are familiar with water tanks but there is something different about the overhead tanks of Punjab.

Punjab is a state in the northwestern part of India. Rich in culture and heritage, Punjab is also known for the unique designs of water tanks in its rural areas. You may see tanks shaped like a giant flower, a large football, a brown rooster, a statue or even an aeroplane.



People carefully plan the design of their

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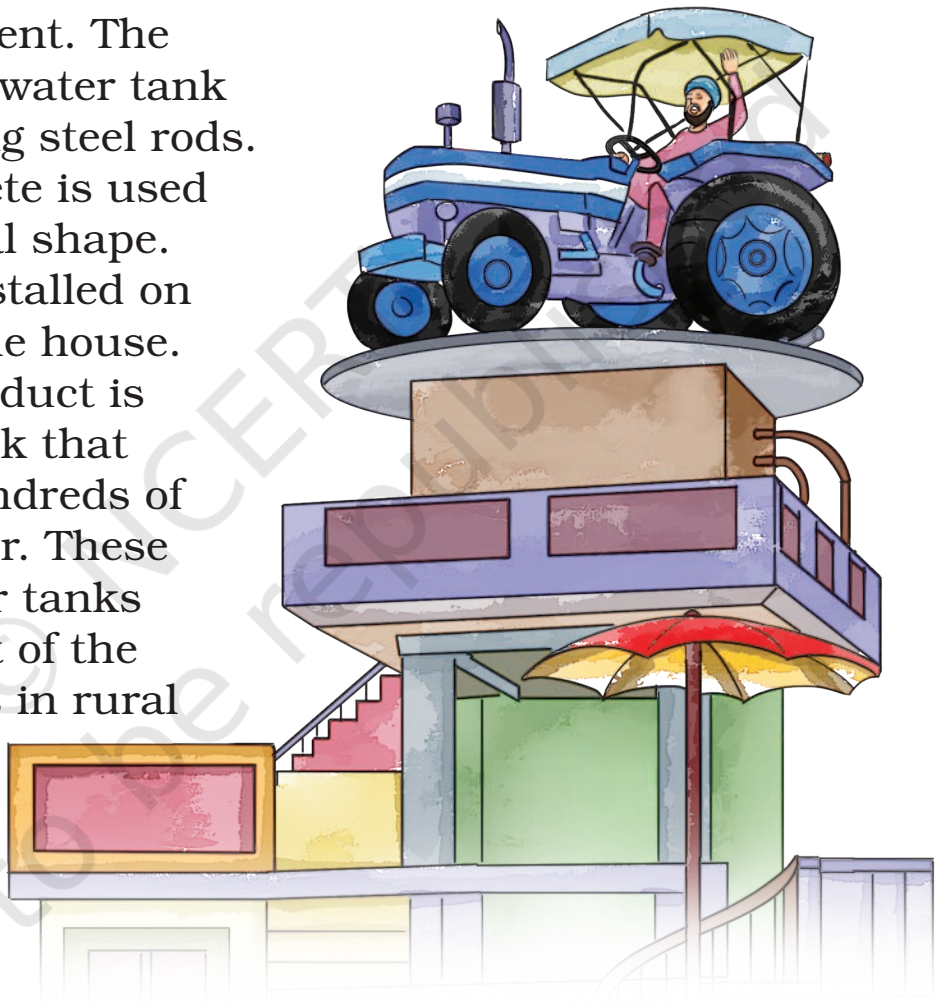
water tanks. Every tank tells us something about the people of the house. For example, if the owner of the house is a farmer, the water tank may be in the shape of a tractor or a bullock cart or even a rooster. If the owner likes football, the water tank of the house may be shaped like a football.

All these tanks are made of cement. The frame of the water tank is made using steel rods. Later, concrete is used to give it final shape. Then it is installed on the roof of the house. The final product is a unique tank that can hold hundreds of litres of water. These unique water tanks are the heart of the communities in rural Punjab.



New Words

conservation containers overhead unique culture concrete heritage

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Let us Think

A. Answer the following questions.

1. What do we use a water tank for?
2. Where is Punjab located on the map of India?
3. How are the water tanks in Punjab made?
4. How do the unique shapes of water tanks reflect the identity of the house owners?

B. Think and answer

1. An overhead water tank is a way to store water. Do you know any other ways of storing water?
2. If you had to build a water tank, what would you make it look like? Why?

Let us Learn

Short forms (or contractions) are when two words are combined and some letters are left out. An apostrophe (') takes the place of the missing letters.

For example:

- aren't = are not
- wouldn't = would not

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A. Write the contractions for the following words.

1. do not
2. is not
3. are not
4. cannot
5. could not
6. did not

B. Rewrite the following underlined words using contracted forms.

1. Partho <u>is not</u> feeling well today. His parents have decided that <u>he will</u> stay at home till he gets better. <u>Partho is</u> bored and cannot stay at home anymore. He decides to ask his grandmother if he can go outside, but he thinks she, too, <u>would not</u> agree.
2. <u>It is</u> a rainy day, and Tina <u>is not</u> happy. She <u>cannot</u> go out to play with her friends. Her brother <u>does not</u> want to play indoors either. <u>They have</u> decided to watch a movie instead. Their mother says <u>she will</u> make popcorn for them.

C. Read the following

1. That's so creative!
2. He saw a rooster, a tractor, and a giant football, all made of cement!

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3. Hurrah! India has won the match.

These sentences are examples of exclamatory sentences. Exclamatory sentences express strong emotions.

Can you name any four emotions?

.....

An exclamatory sentence can be identified by the use of exclamatory words like 'Wow', 'Hurrah', 'Oh' and the use of an exclamation mark (!).

D. Find at least five exclamatory sentences from your Grade 4 English textbook and identify the emotions or feelings expressed in them.

Sentence	Feeling/Emotion
That's so creative!	amazement/wonder

Note to the Teacher

- You may facilitate this activity by providing learners with a list of words for emotions. You may also use emojis/emoticons to help them understand the words for emotions.
- Learners may work in pairs or groups to find the sentences from their Grade 4 English textbooks.
- Encourage students to read the lines before and after the exclamatory sentences to get a better understanding of the emotions or feelings conveyed.

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E. Look at the pictures of the animal families and read the words given below each of them.

lion

lioness

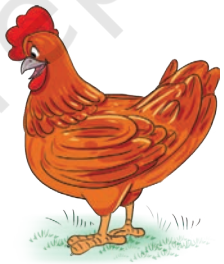
lion cub

tiger

tigress

tiger cub

rooster



hen

chick

bull

cow

calf

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stallion

mare

foal

F. Look at the picture below. Would you like to add anything to this picture? Use your crayons and colour pencils to add to the picture.

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Let us Speak

There are many ways in which we can save water. The simplest way is to stop the wastage of water.

A. Sit in groups of three and discuss:

- How do we waste water in our daily lives?
- What can we do to stop this wastage?

For example: Using running water to brush teeth wastes a lot of water. We can use a tumbler or a mug to save water.

B. Write at least three such examples and share with the class.

Note to the Teacher

- Encourage the learners to provide their examples after discussing with their group members.
- Help the learners with the English counterparts of the terms or phrases they bring up during the discussion.
- Encourage all the groups to share their points.

C. Say aloud, 'What a tank!' and 'Water tank'.

- Do both phrases use the word 'tank'? Yes/No
- Do they mean the same thing? Yes/No

Now, say aloud, 'I scream' and 'Ice cream'.

- Do both phrases sound the same? Yes/No
- Do they mean the same thing? Yes/No

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Let us Listen

Listen to your teacher read out the following passage and choose the correct option.

A Day without Water

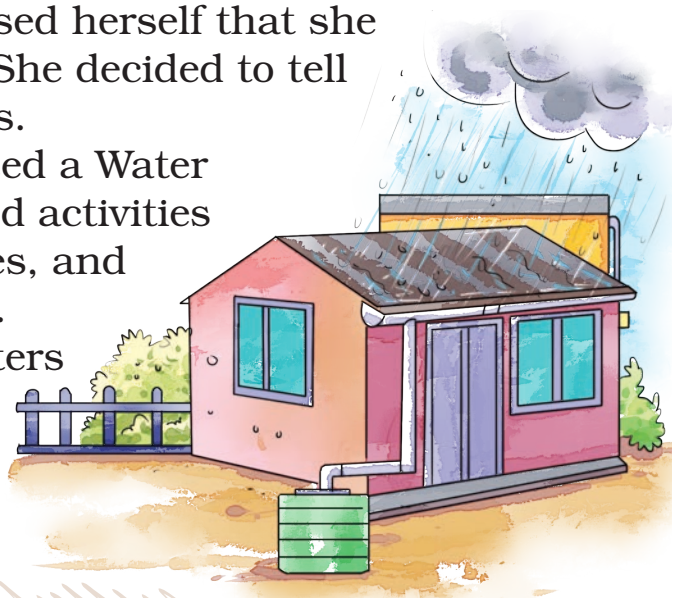
One hot summer morning, Suma woke up and went to brush her teeth. But when she turned on the tap, no water came out! She was surprised. Her mother said, "There's no water in the tank. The whole area has no water today."

Suma quickly realised how difficult it was to live without water. She couldn't brush her teeth, wash her face, or take a bath. In the kitchen, there was no water to cook food or clean the dishes. At school, the toilets were closed, very little drinking water was available, and the children were told to bring water bottles from home.

Suma saw that people in her neighbourhood were upset. Some ran to the nearby shop to buy water bottles, while others waited near a water tanker that came from another place. Everyone looked worried.

That evening, the water was finally restored. Suma felt very happy and promised herself that she would never waste water again. She decided to tell her friends how precious water is.

Suma's school also announced a Water Conservation Week. They planned activities like poster-making, planting trees, and even a water-saving competition. Suma and her friends made posters



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with slogans like ‘Save Every Drop’ and ‘No Water, No Life.’

After this experience, Suma understood how important water tanks and water-saving habits are. She asked her parents to set up a rainwater harvesting system at home. Her parents agreed happily.

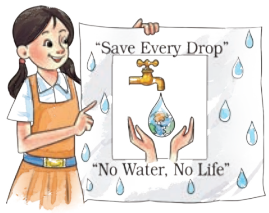
Choose the correct option:

1. Why was Suma surprised in the morning?
   a. Her friends came to visit.
   b. There was no water in the tap.
   c. She saw a rainbow.
   d. She had a holiday.

2. How did people manage without water?
   a. They didn’t need water.
   b. They bought bottles and waited for tankers.
   c. They drank juice instead.
   d. They went swimming.

3. What did Suma promise after the water supply was restored?
   a. To waste more water.
   b. To never waste water again.
   c. To turn off the tap.
   d. To check the water tank frequently.

4. What activities were planned during the Water Conservation Week?
   a. Making taps.
   b. Poster-making and planting trees.
   c. Tank making.
   d. Watching flowing water.



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5. What did Suma suggest to her parents?
   a. To go near a well.
   b. To build a swimming pool.
   c. To fix a rainwater harvesting system.
   d. To buy a new tank.

Note to the Teacher

More questions may be added to the above.

Let us Write

A. Design a poster in the space below, encouraging people to preserve and clean old water tanks.

Include:

- Topic: 'Save Our Water Tanks—A Community Awareness Campaign'
- A catchy slogan (e.g., 'Save Tanks, Save Lives!').
- A few bullet points on why tanks are important.
- An invitation to join a cleaning drive or awareness programme (mention the place and time of the cleaning drive).

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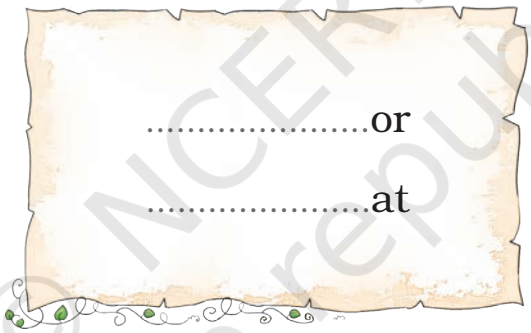
B. Write 10 words that end with 'er'.

For example: water

.....er	.....er	.....er
.....er	.....er	.....er
.....er	.....er	.....er
	.....er	

Now, do the same with:



Write the words in your notebook.

Let us Explore

A. You have read a lot about tanks. Have you ever wondered how these tanks are cleaned? Find out about the techniques for cleaning water tanks. You may bring relevant pictures or photographs. Prepare a chart and put it up in your class.

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B. Look at the pictures given below. The story may already be familiar to you.

The Thirsty Crow

The crow has become famous for its innovative idea. Imagine that your school has invited the crow to interact with the students. Enact the event with the help of your teacher.

Note to the Teacher

You may assign the roles, such as the crow, school principal, teachers, school pupil leader, as well as technicians for mic testing, photographer, and videographer. The audience may consist of 15–20 students, some of whom may ask questions. Ensure that the whole class is involved in the activity.

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0532CH07

7 Gilli Danda

Let us Recite

In the playground, we gather around,
With a stick and a small *gilli* to throw,
Gilli Danda, our game is so sound!
We play with joy, watch it go!
One, two, three, swing and hit,
With our friends, we never quit!
With every swing, we feel so free,
Oh, what fun it is, you see!
The small *gilli*, up high it flies,
Underneath the bright blue skies.
Laughing, playing, having fun,
Under the golden rays of the sun!

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New Words

gather *gilli* quit underneath

Let us Think

A. Answer the following questions.

1. Which game does the poem mention? What are the things needed to play this game?
2. According to the poem, how do the players feel while playing *Gilli Danda*?
3. What happens to the tiny *gilli* when the stick strikes it?
4. Which lines tell us that the children are playing the game outside?
5. What is the meaning of the line "our game is so sound"?
6. Which word in the poem shows 'happiness'?

B. Think and discuss

1. Do you enjoy playing outdoors? Why or why not?
2. Name five outdoor games that you enjoy playing with your friends.
3. Imagine you are the small *gilli*. What would you see while flying up in the sky?

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Let us Learn

Sameer was **unhappy** because he was **unable** to find his drawing book. He decided to **redo** his work.

Both 'un-' and 're-' are prefixes. When we add a prefix at the beginning of a word it changes that word's meaning. Each prefix has a different function.

Un + happy unhappy (not happy)

Re + draw redraw (draw again)

Look at the meaning of the following prefixes.

Un : not Re : again

A. Add correct prefixes to the following words to create new words. Write the new word along with its meaning in the space given below.

Prefix	Word	New word	Meaning
Un-	common	uncommon	Something that is not easily found
	write		
	aware		
	comfortable		
	arrange		
	think		

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B. In the following table, encircle the nouns that you can see, taste, touch, or smell.

joy	leaf	anger	mountain
sun	shirt	toffee	rose
ice cube	sugar	hat	truth
chessboard	lie	football	deer
tree	happiness	cat	spoon
river	fear	cup	tiger

The words that you have **NOT** encircled are abstract nouns. The word 'abstract' refers to something that has no physical shape. For example, 'sadness' is an abstract noun.

'Happiness' and 'rose' are both nouns, but you can touch, see, and smell a rose.

However, you cannot touch happiness. It is a feeling.

Feelings, thoughts, ideas, etc., are all **abstract nouns** as they cannot be touched, smelt, or seen.

Can you think of a few more abstract nouns? Write them in your notebook and share them with the class.

Note to the Teacher

- Introduce the concept of abstract nouns through examples from daily life.
- Facilitators may also use examples from L1 to show the correlation of abstract nouns and adjectives to the learners.
- Discuss the difference between abstract nouns and adjectives and how to identify the two.

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Possessive pronouns indicate ownership or relationship between people and things.

For example:

1. The book on the table is **mine**.
2. The red handbag is **hers**.
3. There is a new cycle near the gate, is it **yours**?

C. Fill in the blanks with the most suitable word from the list below.

theirs, mine, yours, his, hers, ours

1. These crayons belong to me. These are ..... .
2. The toy train belongs to Mudit. The toy train is ..... .
3. The house with the red roof belongs to my cousins. The house is ..... .
4. The little girl has bought a set of bowls to play *Jal Tarang*. The bowls belong to her. The bowls are ..... .
5. We have a cow with large brown eyes. The cow is ..... .
6. You should take better care of your things. After all, they belong to you. The things are ..... .

Did You Know?

Gilli Danda is known as tip-cat in English.

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Let us Speak

***Gilli Danda* is a fun outdoor game.**

- It is played with two sticks—one short (*gilli*) and one long (*danda*).
- One of the players hits the *gilli* with the *danda* to make it fly in the air.
- Other players try to catch the *gilli*.

Think of a game played in groups. Share the information with your classmates.

You may include the following information:

1. The name of the game.
2. Whether it is an indoor or outdoor game.
3. Number of players needed.
4. Material required for the game.
5. Rules of the game along with safety instructions.

Let us Listen

Listen to the teacher and respond with a matching action.

1. "Swing and hit": Pretend to swing an invisible *danda*.
2. "Watch it go!": Raise your arms as if you have just hit the *gilli* and you are watching it fly.
3. "Laughing, playing": Giggle or clap hands.
4. "Shade your eyes from the sun": Keep your hands above your eyebrows.

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Let us Write

A. Find the meanings of the following words using a dictionary.

1. Quit
2. Gather
3. Swing
4. Underneath
5. Golden

Now, use each word in a sentence of your own.

Note to the Teacher

- Demonstrate the use of a dictionary to the learners.
- Encourage the learners to work in pairs and find the meaning of the above words.
- Keep assigning similar activities at regular intervals.

B. Rearrange the following to form a question and write them in your notebook. Remember to put a question mark at the end.

- are cows where the
- is your house which
- it time is what
- the blue why sky is
- the many are how birds on tree
- you my when return will book
- walk you to do school
- a can fly kite you

Note to the Teacher

Ensure that the learners use a capital letter for the beginning word and that a question mark is put at the end.

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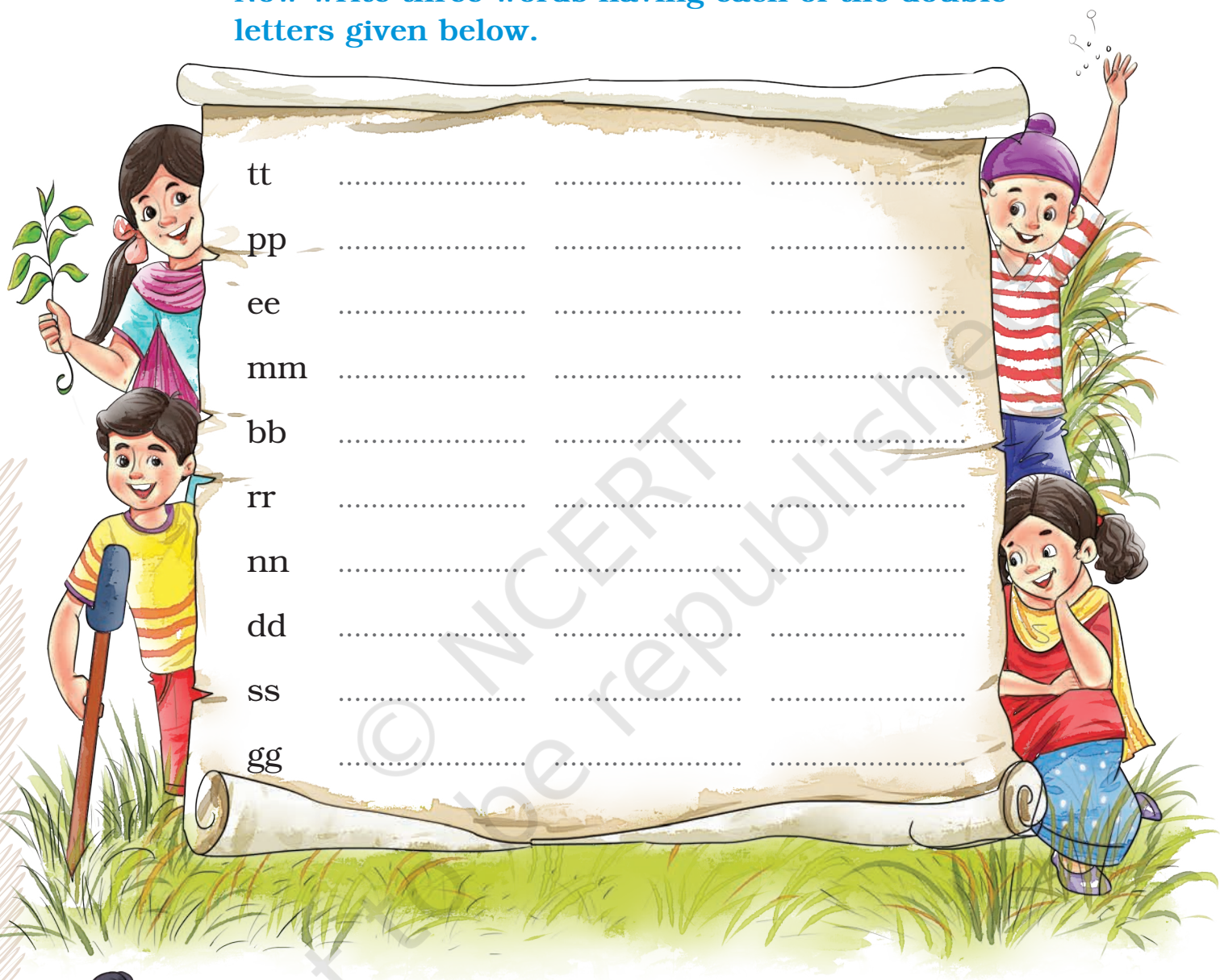
C. The word '*gilli*' has double 'l' in it. Similarly, the words 'millet' and 'bullock' have double 'l'.

Now write three words having each of the double letters given below.



tt	.....	.....	.....
pp	.....	.....	.....
ee	.....	.....	.....
mm	.....	.....	.....
bb	.....	.....	.....
rr	.....	.....	.....
nn	.....	.....	.....
dd	.....	.....	.....
ss	.....	.....	.....
gg	.....	.....	.....

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Note to the Teacher

Initially, young learners may come up with only nouns. Encourage them to think of adjectives, verbs, and adverbs too.

D. Circle the word that is different in meaning from the underlined word.

1. Miibi went to the market and bought an expensive toy.

   precious costly cheap

2. Anju and Farida forgot to buy popcorn and juice for the picnic.

   remembered revised ignored

3. The moon continued to count the stars night after night.

   stopped began started

4. I always complete my homework on time.

   often never sometimes

5. There was excitement in the shop among the toys.

   interest enjoyment boredom

6. Badal nervously told his mother about the dog he found on his way home.

   sadly joyfully confidently

7. Everyone liked the vibrant colours of the bangles.

   dull bright shiny

8. The fort is known for its unique style of construction.

   different unusual common

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Let us Do

A. Let us make a *Gilli Danda* using waste material.

Things required:

1. A thick, firm twig or a wooden stick (for the *danda*)
2. Thick small twig (for the *gilli*)
3. A rough stone (for smoothening the sticks)
4. Colours or coloured papers (optional, for decoration)

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Steps

For the *Danda* (stick)

1. *Find a Stick*
   Use any thick, firm twig or discarded wooden stick.
2. *Smoothen the Surface*
   Use a rough stone to smoothen the surface of the stick.
3. *Decorate (Optional)*
   Make your stick attractive by painting it with colours or covering it with a coloured paper.

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For the *Gilli* (small peg)

1. *Find a Small Stick*

   Use a small twig, or a piece of a discarded stick, about 3–4 inches long.

2. *Shape the Ends*

   Sharpen both ends of the *gilli* using a rough stone to give it a proper shape.

3. *Smoothen the Surface*

   Ensure it is smooth by rubbing it with a stone.

4. *Decorate (Optional)*

   Colour or paint the *gilli* for an attractive look.

Final Touch

Test the *gilli* and *danda* to ensure they are easy to handle and are sturdy.

Note to the Teacher

Ensure that safety measures are in place for this activity.

Just for Fun

Riddle

It belongs to you.
But, your friends use it more than you.
What is it?

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B. Spellathon

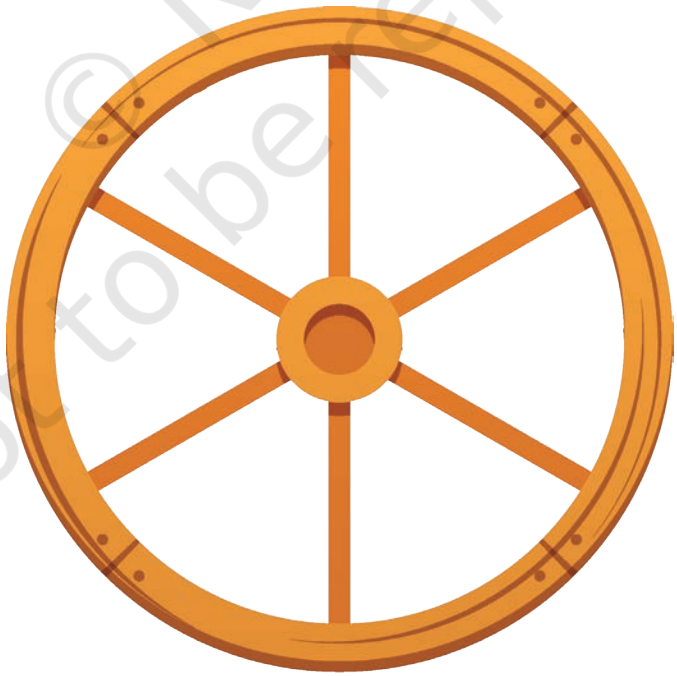
How many words of three or more letters can you make from the letters shown in the following wheel?

Rule: One letter can be used as many times as it appears in the wheel.

For example: Tea
Reach

Can you make a seven-letter word using all the letters in the wheel?

Now, create a letter wheel similar to the above.



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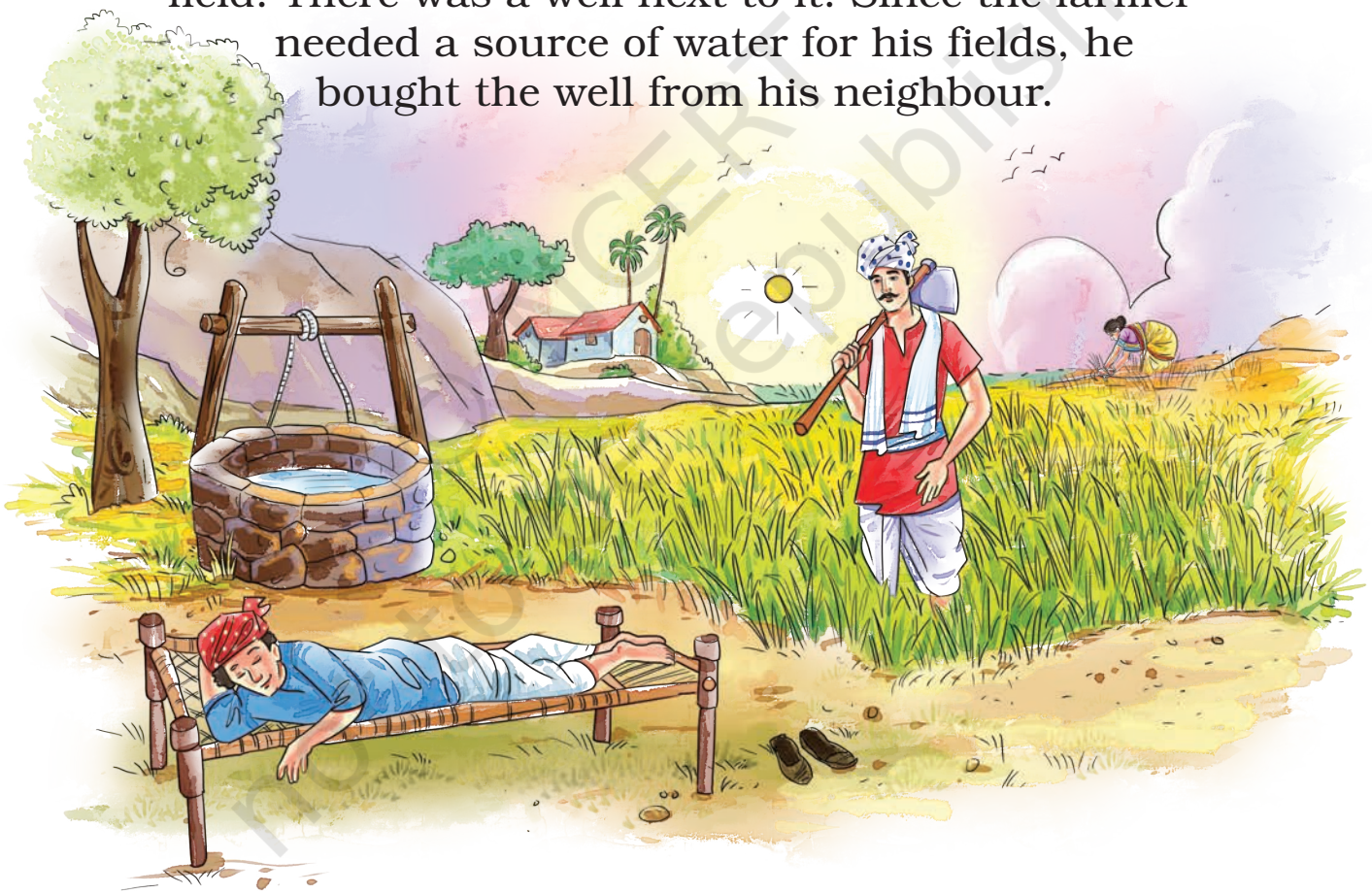
8 The Decision of the Panchayat

0532CH08

Let us Read

Once upon a time, there lived a farmer in a small village. He had two fields. He used to work very hard. When he prospered, he bought another field. There was a well next to it. Since the farmer needed a source of water for his fields, he bought the well from his neighbour.



The neighbour was a cunning man.
He thought of a plan to cheat the farmer.

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The next day, when the farmer reached the well, he found the neighbour standing there. He refused to let the farmer take water from the well. On asking why, he replied, “I sold only the well to you, not the water. The water still belongs to me. You cannot take it.”

The worried farmer didn’t know what to do. So, he went to the village chief and told her about his case, and said, “He is not letting me take the water.”

The village chief fixed a day for a meeting of the Panchayat.

The day came, and the members of the Panchayat gathered under the banyan tree in the centre of the village. Both the farmer and his neighbour were summoned. Most of the villagers were present.

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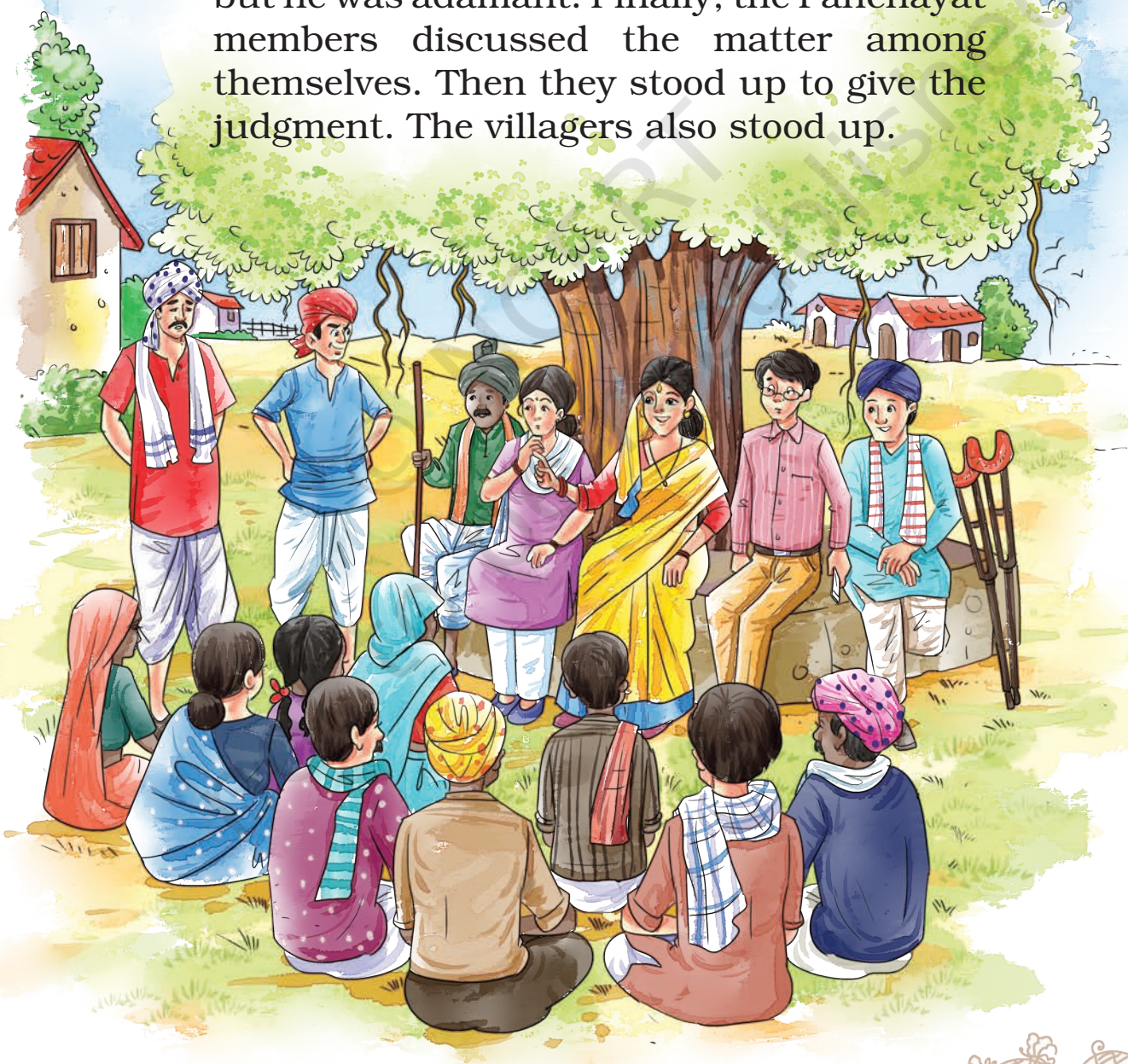
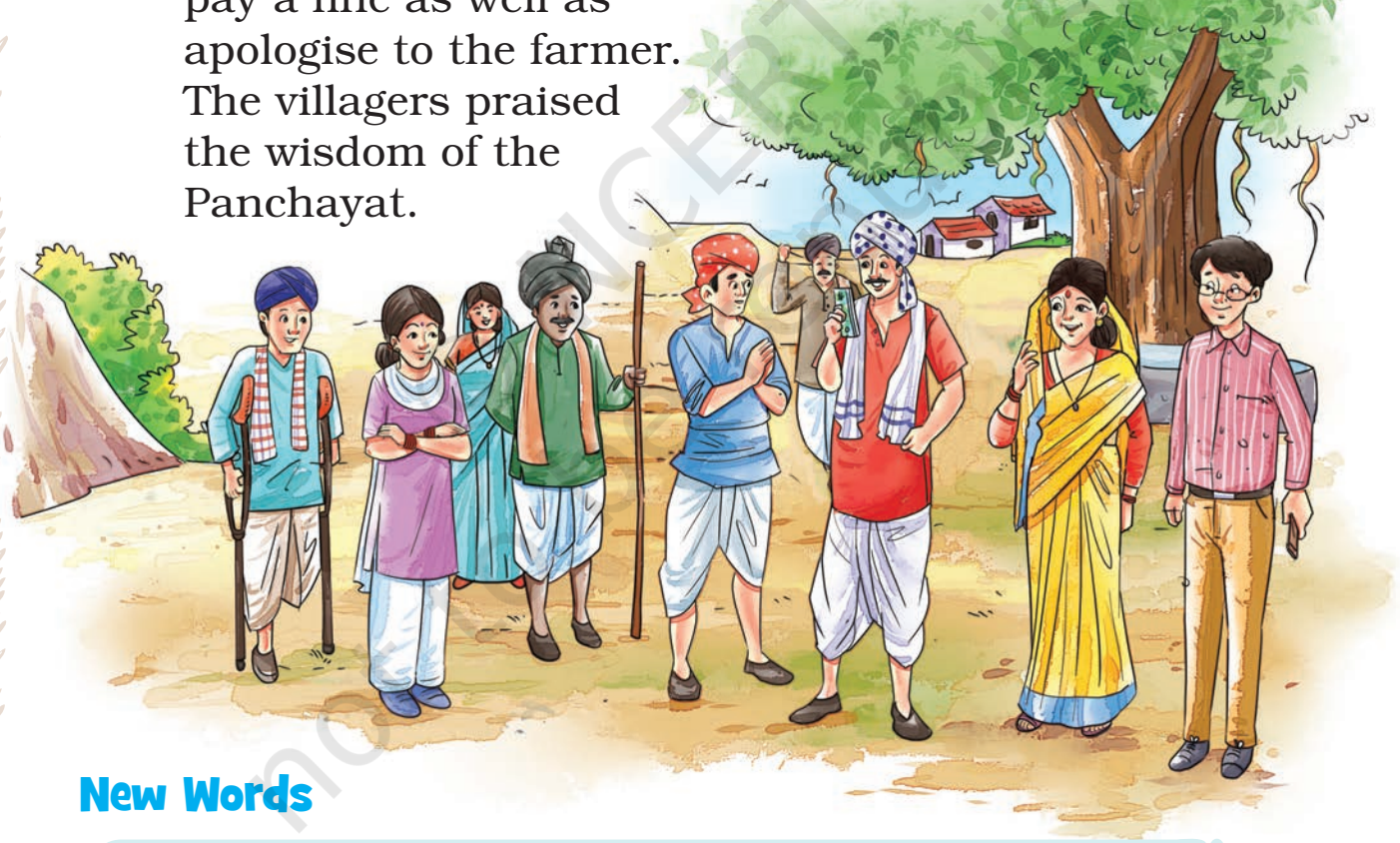
The farmer explained the situation to the gathering. The chief asked the neighbour why he was not letting the farmer draw water from the well. The cunning man said the same thing again, "I sold only the well to him, not the water in it. The water still belongs to me. So, he cannot take my water."

The members of the Panchayat, as well as the villagers, tried to reason with him, but he was adamant. Finally, the Panchayat members discussed the matter among themselves. Then they stood up to give the judgment. The villagers also stood up.



The village chief began, “After hearing both sides, we agree that it is correct to say that only the well was sold.” The neighbour gave a satisfied smile. “However,” continued the village chief, “if you have NOT sold the water and the water is yours, then you have no business keeping your water in his well. Remove the water or use it all up immediately. If not, the water will belong to the owner of the well.”

The farmer was relieved and gave a shout of joy. The cunning neighbour realised that cheating will not lead anywhere. He had to pay a fine as well as apologise to the farmer. The villagers praised the wisdom of the Panchayat.



New Words

panchayat	adamant	cunning
apologise	wisdom	

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Let us Think

A. Answer the following questions.

1. Why did the farmer buy the well?
2. Why did the farmer become upset?
3. How did the Panchayat solve the problem?
4. What was the final judgment given by the Panchayat?

B. Think and discuss

1. Do you think the decision of the Panchayat was correct?
2. You have an extra painting box which you wish to share with your friends in the class to complete an activity. Two of your best friends, Radha and Sita, fight for the box. How would you deal with the situation so that you are fair to both of them?
3. Who said to whom:
   a. "I sold only the well, not the water."
   b. "Remove the water or use it all up immediately."
   c. "He is not letting me take the water."

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Let us Learn

A. Match the words with their meanings.

Word	Meaning
1. prospered	a. clever in a tricky way.
2. cunning	b. refusing to change one's mind.
3. worried	c. to order someone come to a particular place.
4. summon	d. a decision made by a group.
5. adamant	e. very upset.
6. judgment	f. to grow wealthy.

B. Fill in the blanks with the correct prepositions (in, at, by, after, before, under, with, to, for). A preposition can be used more than once.

1. The farmer went ..... the village chief to explain his problem.
2. The neighbour was standing ..... the well, blocking the way.
3. The villagers tried to reason ..... the cunning man.
4. The decision was made ..... careful consideration of both sides.
5. Their lived a farmer ..... the small village.

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6. The Panchayat members listen to both the sides ..... coming to decision.
7. The villagers gathered the Panchayat ..... the banyan tree.
8. The neighbour was punished ..... his dishonesty.
9. The chief listened carefully ..... both the farmer and the neighbour.
10. The villagers agreed to meet ..... a later time to discuss the issue.
11. The farmer decided to buy a well ..... buying his third field.

C. Rearrange the events in the correct order.

1. Sam sat by a small stream to rest and enjoy the peaceful sound of the water. {.....}
2. Sam felt grateful for the time he spent in nature. {.....}
3. Sam decided to go for a walk in the forest near his house. {.....}
4. Sam walked along the narrow path, listening to the sound of birds chirping and leaves rustling. {.....}
5. After resting, Sam continued his walk, feeling refreshed. {.....}

Note to the Teacher

Ensure that the learners are rearranging the events in the correct order.

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Let us Speak

Look at the pictures below:

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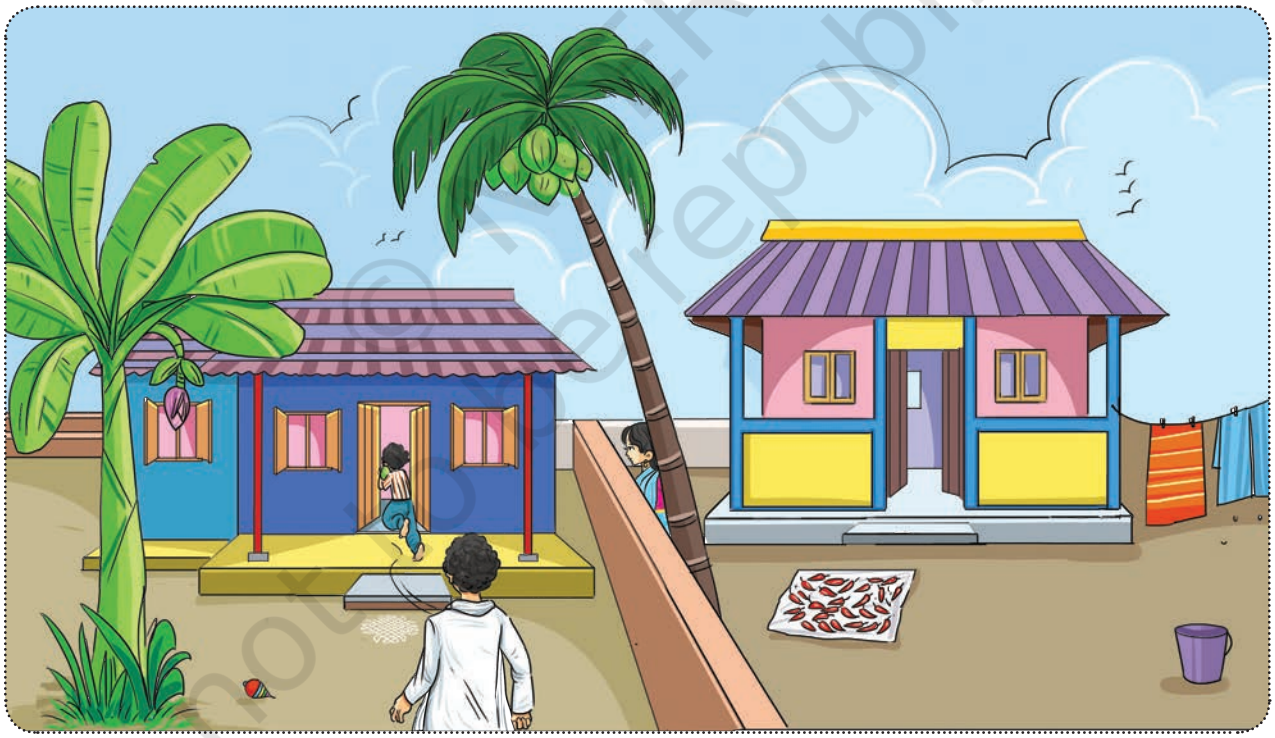

What do you think will happen next? Sit in small groups and discuss. One student from each group will narrate the ending to the whole class.

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Let us Write

A. Imagine you are the farmer. Write a letter to your friend about the incident and the decision of the Panchayat.

You may begin as follows:

My dear friend,

Something happened last week, which I want to tell you. I wanted to buy a well ...

B. Read the following sentence.

Water is priceless.

It means that water is valuable. It is so valuable that you cannot put a price on it.

The 'less' at the end of the word is a suffix.

Complete the following by adding the suffix 'less' to the given words.

Words	+	suffix	=	New word
Use	+	less	=	.....
Care	+	less	=	.....
Hope	+	less	=	.....
Fear	+	less	=	.....
Colour	+	less	=	.....

Make sentences using the new words in your notebook.

Note to the Teacher

Help learners understand the concept of 'suffix'.

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Let us Listen

Listen to your teacher read out this passage and answer the questions by choosing the correct option.

Sri Ramakrishna Paramahamsa

A long time ago, in a small village of West Bengal, there lived a kind and wise man named Sri Ramakrishna Paramahamsa. He loved to talk to people about God and taught that all religions are like rivers—they may take different paths, but they all lead to the same ocean. He lived a simple life, wearing plain clothes and eating very little, but his smile and loving words made everyone feel special.

One day, a curious young boy named Naren came to meet him. Ramakrishna saw something special in Naren and became his teacher. He taught Naren about courage, kindness, and how to find peace within.

Naren later grew up to become the famous Swami Vivekananda, spreading his teacher's wisdom to the world. Even today, Ramakrishna's teachings inspire many people everywhere.

1. Where was Sri Ramakrishna Paramahamsa born?
   a. A colony in Kolkata.
   b. A small village in West Bengal.
   c. A mountain in the Himalayas.
   d. A forest in Kerala.

2. Who was the curious boy that became Sri Ramakrishna's student?
   a. Mahatma Gandhi
   b. Swami Vivekananda (Naren)

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c. Rabindranath Tagore

d. Sri Aurobindo

3. What kind of life did Sri Ramakrishna live?

   a. A life full of luxury,

   b. A simple and loving life.

   c. A life of traveling.

   d. A secretive life.

4. What did Sri Ramakrishna compare religions to?

   a. Trees in a forest

   b. Stars in the sky

   c. Rivers flowing to the ocean

   d. Books in a library

5. What did Sri Ramakrishna teach Naren?

   a. To find a teacher

   b. To become wealthy

   c. To travel the world

   d. To find peace

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Did You Know?

The Banyan tree is the national tree of India. It can live for over 200 years and grow to cover several acres of land. Its roots grow down from the branches and become new trunks, making it look like a forest all by itself!

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Let us Do

A. Read the passage carefully and answer the following questions.

The Neem Tree

You must have seen a neem tree near your house, or near the school, or beside the road. Almost everyone can recognise a neem tree.

The neem is a magic medicine tree because almost every part of the tree is used for medicine.

Sometimes, sick people are given neem juice to drink. People use the twigs of the neem tree as a toothbrush to clean their teeth. Burn some dry neem leaves inside the house and see the mosquitoes disappear! When you store winter clothing or blankets, keep dry neem leaves between them. This helps keep away insects. When you store rice, keep dry neem leaves at the bottom of the rice bin. This keeps pests away.

Answer the following questions.

1. Where can you find neem trees?
2. Why do you think 'neem' is called a magic tree?
3. What happens when dry neem leaves are burnt?
4. Why do people put neem leaves in clothes and rice containers?
5. How are neem twigs used?
6. Find the meaning of the word 'disappear' from the following options:

   a. Appear b. Vanish c. Grow d. Fly
7. Find the word in the passage which means 'a short stick':

   a. Tree b. Part c. Twig d. Leaf

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B. Point out 11 differences in the two pictures given below. Work in pairs and write down the 11 differences in your notebook.

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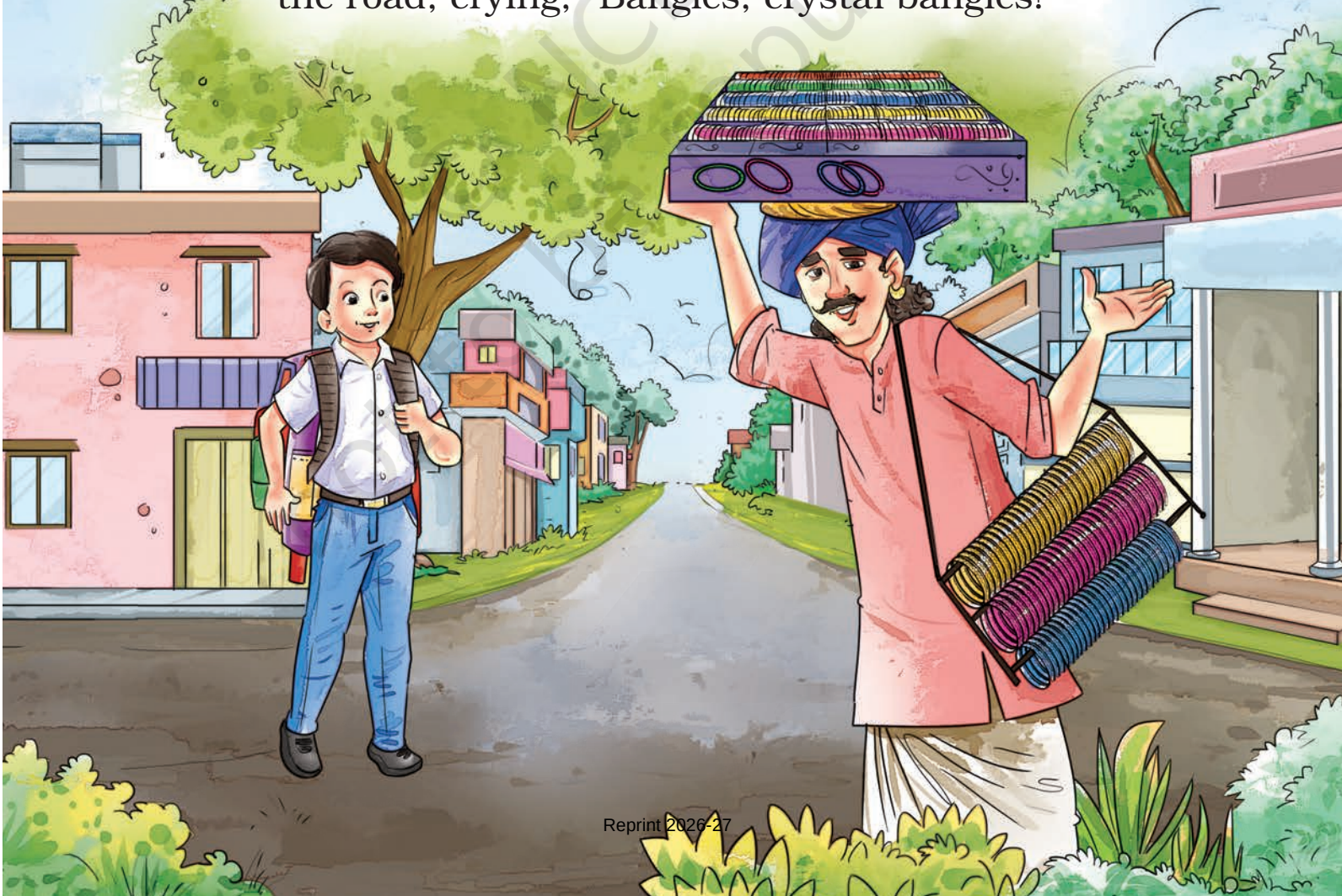
0532CH09

9 Vocation

Let us Recite

(1)

When the gong sounds ten in the morning and
I walk to school by our lane,
Every day I meet the hawker crying, "Bangles, crystal bangles!"
There is nothing to hurry him on, there is no road he must take, no place he must go to, no time when he must come home.
I wish I were a hawker, spending my day in the road, crying, "Bangles, crystal bangles!"



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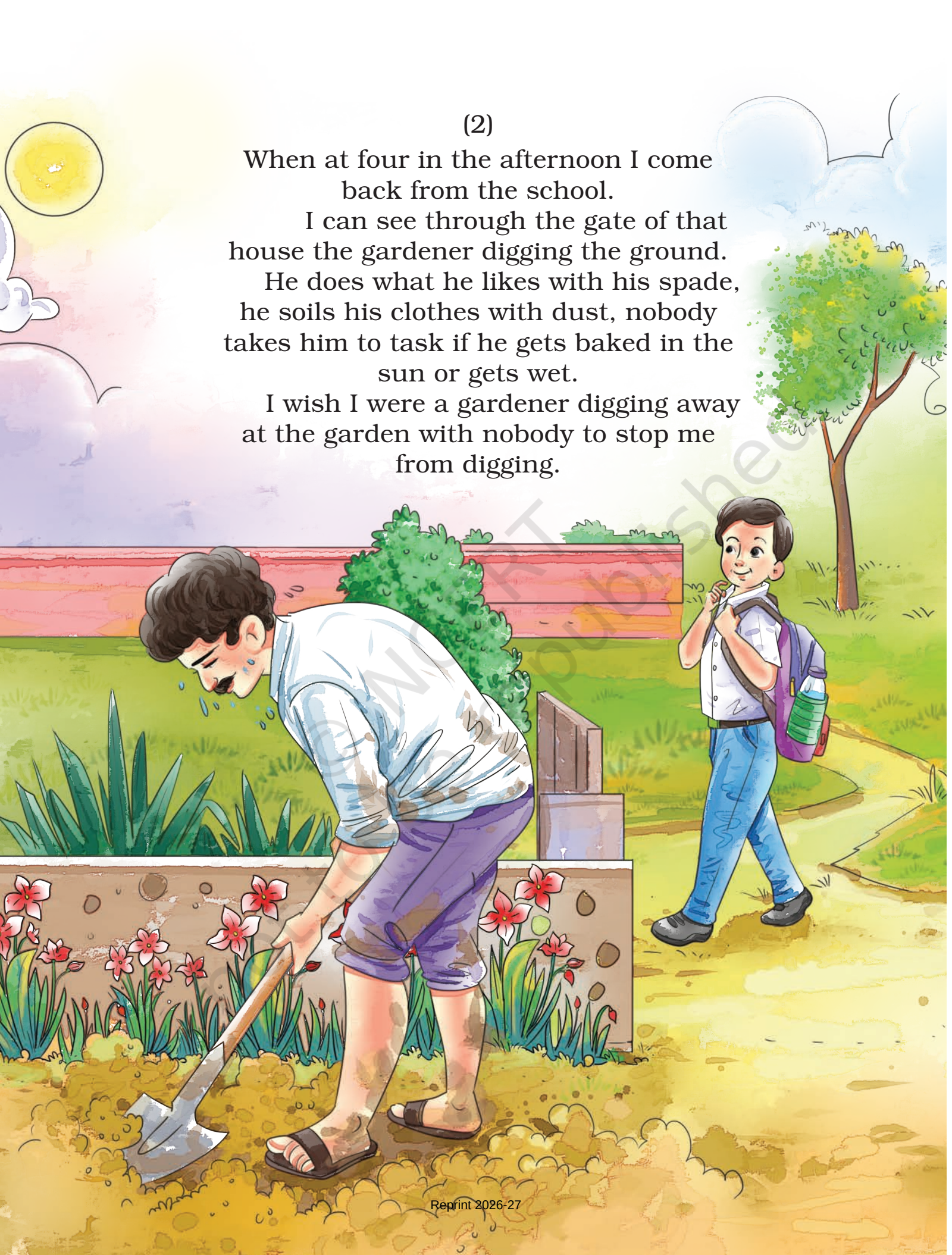
(2)

When at four in the afternoon I come back from the school.

I can see through the gate of that house the gardener digging the ground.

He does what he likes with his spade, he soils his clothes with dust, nobody takes him to task if he gets baked in the sun or gets wet.

I wish I were a gardener digging away at the garden with nobody to stop me from digging.



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(3)

Just as it gets dark in the evening and my mother sends me to bed,
I can see through my open window the watchman walking up and down.
The lane is dark and lonely, and the street-lamp stands like a giant with one red eye in its head.
The watchman swings his lantern and walks with his shadow at his side, and never once goes to bed in his life.
I wish I were a watchman walking the streets all night, chasing the shadows with my lantern.

–RABINDRANATH TAGORE

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New Words

vocation gong lane giant spade lantern

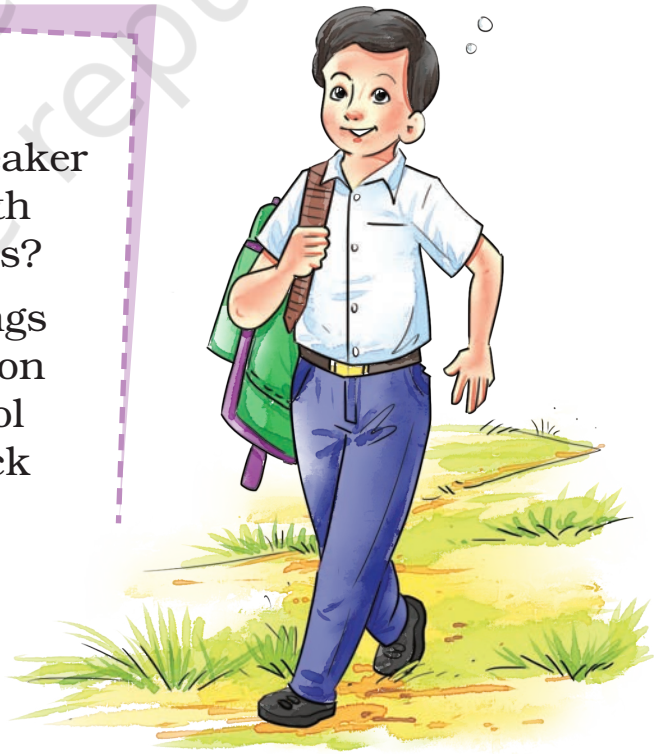
Let us Think

A. Answer the following questions.

1. Who is the speaker in the poem?
2. Why does the speaker want to be a hawker?
3. What does he like about the gardener?
4. What does the speaker compare the street lamp to?
5. On the basis of the poem that you have read, share the daily schedule of the speaker.

B. Think and discuss.

1. Why does the speaker admire people with different vocations?
2. What are the things that you observe on your way to school and your way back home?



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Let us Learn

A. Here are some of the words from *Vocation*. Read the poem and match each word with its meaning.

Gong	•	• A tool used for gardening
Spade	•	• An imaginary man-like creature of great height and strength
Lane	•	• A case that holds a candle or light in any form and can be easily carried
Giant	•	• A metal disc that produces a loud sound when hit with a small hammer
Lantern	•	• A narrow path

B. There is one mistake in each sentence given below. Underline the mistakes and rewrite the correct sentences in the given space. One example has been done for you.

1. I has recently read a new book.

   I have recently read a new book.

2. The speaker goes for school at ten in the morning.

   .....

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3. The fox ran fast than the others.

.....

4. Mita was slept when the doorbell rang.

.....

5. The old elephant walked slow to the river.

.....

6. Radhika is tall than Suman.

.....

7. Sudhanshu ran faster of all the runners.

.....

8. My mother are cooking.

.....

9. He go to school everyday.

.....

10. The birds is flying.

.....

Note to the Teacher

- This activity includes errors related to different parts of speech.
- Encourage the learners to work in pairs or groups and find the errors.
- Provide more such sentences to learners.

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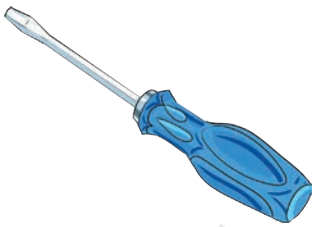
C. Look at the pictures and read the words written under them.

telescope

hammer

camera

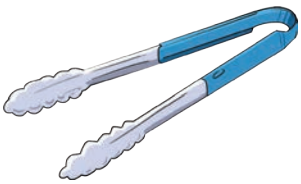


screwdriver

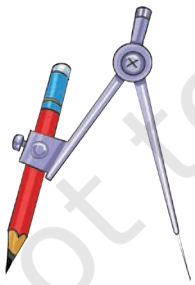
sickle

stethoscope

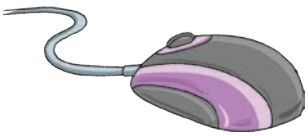
grater



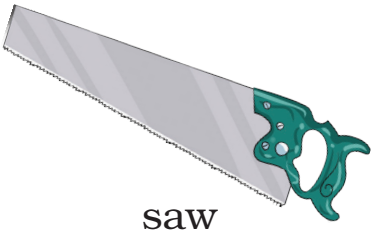
tongs



compass



mouse



saw

Have you seen these objects? Where have you seen them? What are they used for?

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Let us Listen

- Sit in groups of five.
- Each group will discuss and create two questions on the poem *Vocation* using the question words from the WH-family. Note down the questions.
- Now, put your textbooks back in your bags.
- Each group will get to share their questions with the class.
- One group will present their questions, and the remaining groups will answer the questions. This will continue till all the groups have shared their questions.

Note to the Teacher

- Revisit the types of question words with learners.
- Allot 25–40 minutes to this activity, depending on the strength of the class.
- This activity may be conducted with other texts as well.

Let us Speak

A. Listen and repeat

Your teacher will say aloud the following words. Listen carefully and repeat after the teacher.

cushion	ration
fashion	tension

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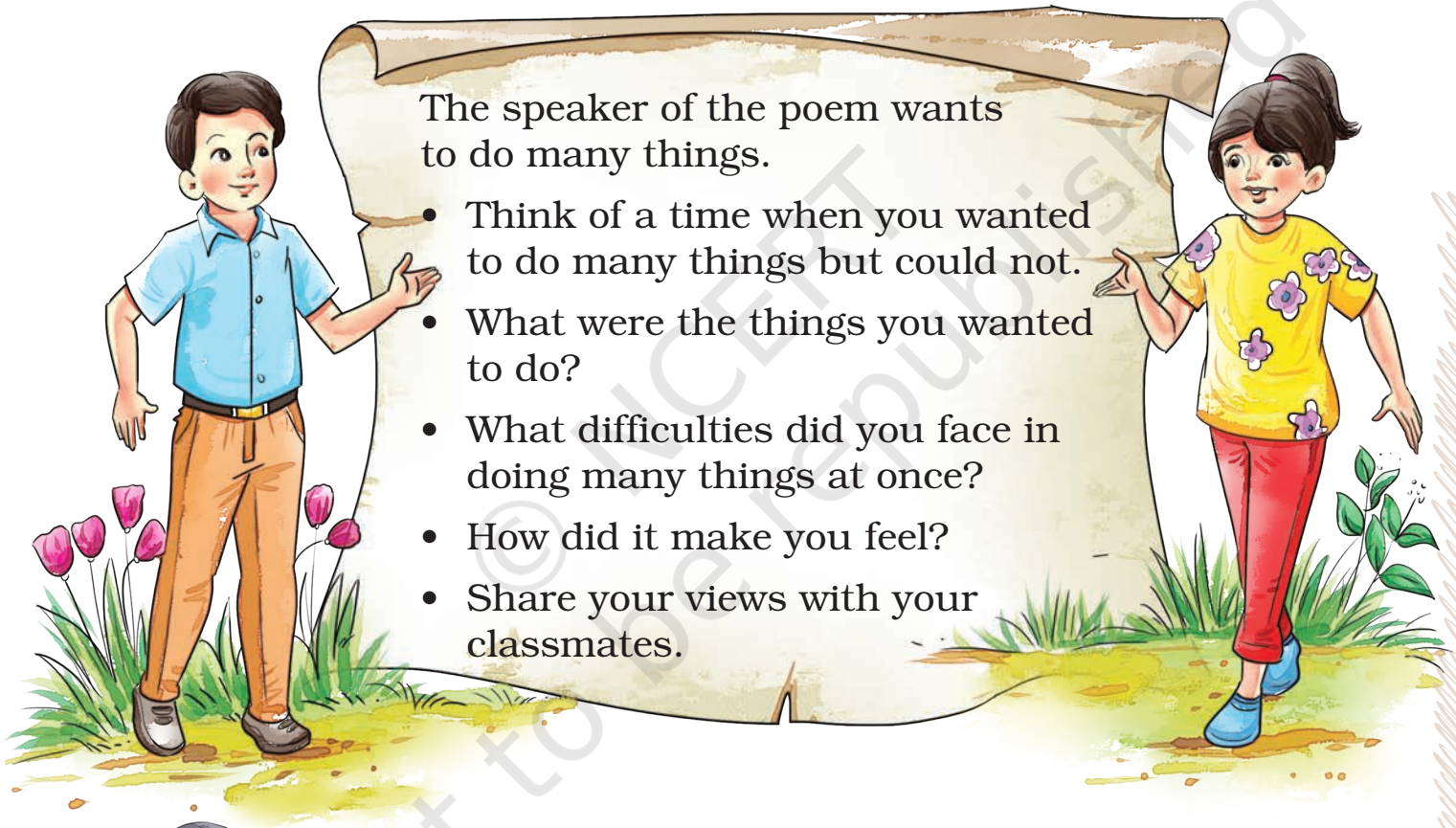
mention	attention
nation	vocation

Note to the Teacher

- Say aloud each pair of words. Ensure that learners pronounce it clearly.
- Do this exercise at regular and frequent intervals.

B. Listen and speak



The speaker of the poem wants to do many things.

- Think of a time when you wanted to do many things but could not.
- What were the things you wanted to do?
- What difficulties did you face in doing many things at once?
- How did it make you feel?
- Share your views with your classmates.

Note to the Teacher

- Give the learners ample time to ponder over the questions.
- Encourage them to write their answers before sharing them with the class.
- Teachers are also encouraged to share their answers with the learners.

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Let us Write

1. What's missing?

The child sees only the fun part of each job. What do you think might be the difficult or boring part of being a hawker, a gardener or a watchman? Write a paragraph to express your thoughts.

2. In the poem, the speaker tells us about the vocations of different people. Write the vocations of any three of your family members, in 50-60 words each, from the list below.

Mother, Grandmother, Aunt, Sister,
Father, Brother, Uncle

3. What vocations are the following people associated with?

- A.P.J. Abdul Kalam
- M. Visvesvaraya
- Janaki Ammal
- M.S. Subbulakshmi
- Salim Ali

Note to the Teacher

- Talk about the meaning of 'vocation' and 'work'. For example, is household work paid?
- This activity should be used to prompt discussion on what is considered as 'work' and on gender roles.
- Encourage learners to share their write-ups with the class.

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Let us Do

Job Mix–Up!

There is something unusual in the given pictures. Notice carefully the things that you find strange. One has been done for you.

For example: A chef's job is to cook delicious meals, not to drive a fire engine. That's something firefighters do.

Write two sentences in your notebook for each picture, following the example provided for you.

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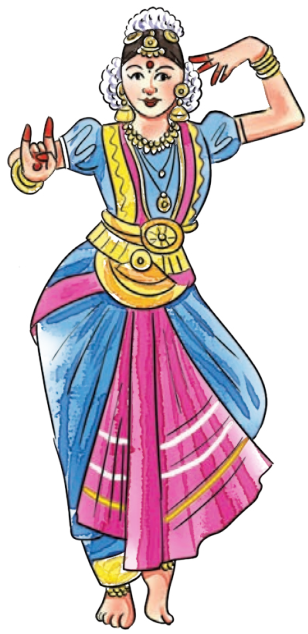
Let us Explore

beekeeper

photographer

teacher



dancer

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chef

pilot

farmer

florist

A. Which vocation from the above illustrations would you choose for yourself? And why?

B. Is there any other vocation not shown in the pictures that you would like to take up as your dream job? Support your answer with a reason.

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Note to the Teacher

- Use this activity to create an opportunity to speak about various professions which may even go beyond the text.
- Facilitate a discussion on not only traditional occupations but also new kinds of professions.
- Help learners understand that no work is superior or inferior.

C. Draw yourself in the selected vocation in the blank space provided.

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10 Glass Bangles

0532CH10

Let us Read

The busy district of Firozabad in Uttar Pradesh is popular for its rich tradition of glassware. Ravi was a skilled glass artisan who lived in this town. Firozabad is famous for its beautiful glass bangles, and Ravi's family had been crafting these beautiful bangles for a very long time. Each bangle was a piece of art, showing both the culture of the town and the wonderful craftsmanship of the artisans.

Ravi's workshop was a centre of activity. The air was filled with the clinking of glass and the gentle hum of conversation as artisans

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shaped beautiful bangles. The process of making glass bangles was difficult and needed great skill. First, Ravi and his team would heat glass in a furnace. They would then carefully shape the glass into bangles, adding beautiful colours and designs before cooling them to perfection.

Ravi enjoyed his work. He crafted each bangle with full attention, making sure that it was not only beautiful but also long-lasting. The bangles came in a variety of colours, from deep reds and blues to soft pastels, and were often decorated with patterns showing traditional Indian designs.

During the festival of Diwali, the demand for glass bangles increased. Diwali is the festival of lights, a time of celebration and joy, and glass bangles were popular among women at this time. Ravi's workshop was busier than ever, with artisans working around the clock to meet the demand.

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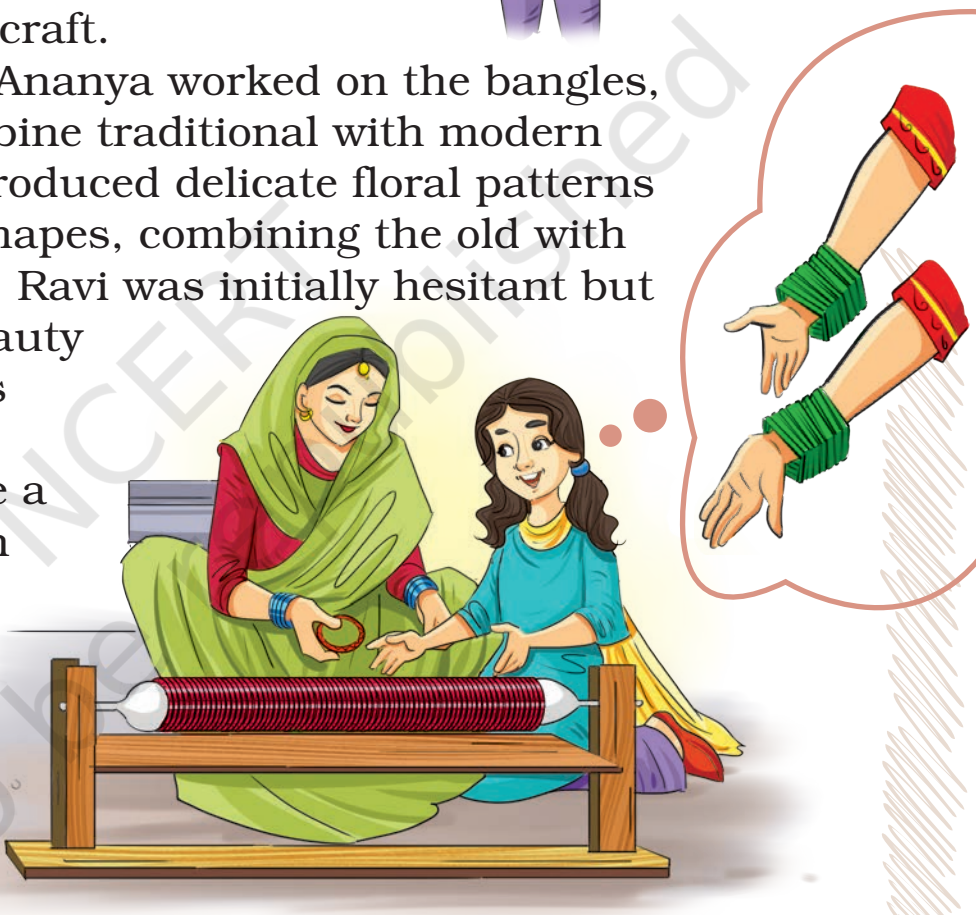
Ravi's daughter, Ananya, had completed her schooling. She was eager to help her father in his work. She had an eye for design and wanted to put modern elements into the traditional bangle designs. Ravi was supportive but concerned about maintaining the truthfulness of their traditional craft.

One day, as Ananya worked on the bangles, she tried to combine traditional with modern designs. She introduced delicate floral patterns and geometric shapes, combining the old with the new designs. Ravi was initially hesitant but soon saw the beauty in his daughter's designs. They decided to create a special collection for Diwali that would showcase both traditional and modern elements.



The new collection was a big success. The bangles, with their new designs and exciting colours, were loved by the customers.

On Diwali night, as the streets of Firozabad glittered with lamps and lights, Ravi and Ananya watched with pride as women and girls walked

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past their shop, proudly wearing the bangles from their new collection. The vibrant colours sparkled under the festival lights.

The success of the new collection was not just a personal achievement for Ravi and Ananya; it also had a positive impact on the entire community. The increased demand for bangles led to more work for local artisans. Not only those, more jobs were generated in packing and transportation.

As the festival came to an end, Ravi and Ananya recalled their journey of making bangles. Ravi's workshop continued to prosper, and Ananya's innovative designs made their bangle collection quite popular.

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New Words

clinking artisans furnace
floral patterns elements

Let us Think

A. Answer the following questions.

1. How were glass bangles made in Ravi's small workshop?
2. Who was Ananya? How did she help Ravi?
3. How did the success of the new bangles help the community?

B. Think and discuss

1. If you were in Ananya's place what other modern designs or colours would you add to make the bangles more attractive?
2. Ravi and Ananya felt proud seeing people wearing their bangles on Diwali night. Have you ever created something (drawing, writing, or a project) that made you happy? Share your experience with the class.
3. Make a list of things that you buy from local markets during festivals.

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Note to the Teacher

If students have any artwork, it should be displayed before the class.

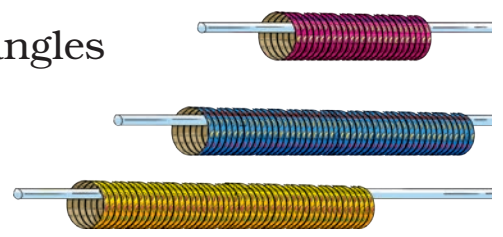
Let us Learn

A. For each word, list three other words you associate with it. One has been done for you.

1. Festivals ..... Joy .... Sweets .... Family .....
2. Bangle ....
3. Factory ....
4. Friend ....
5. School ....

B. Use capital letters, full stop (.), comma (,), question mark (?), wherever necessary and rewrite the following sentences.

1. the air was filled with the clinking of glass
2. On diwali night the streets of Firozabad were lit with lamps and lights
3. did ravi like ananya's new designs at first
4. ravi and ananya made a special collection for diwali
5. did the customers love the new bangles



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Read the following sentence.

Ananya had completed her schooling before she joined the factory.

The underlined part is an example of past perfect tense. We use the past perfect tense to talk about an action that took place and was completed before another action in the past.

We use both past perfect (for the first action) and past simple (for the second action) in such sentences.

In the above sentence, Ananya's education is the first action which took place before she joined the factory (next action).

Rule: Subject + has/have + Verb + Object

Identify the first action and the second action in the given sentences.

	First action	Second action
The crowd had dispersed when we reached the market.	had dispersed	reached the market
Shivangi had finished the portrait when I called her.		
When you rang the doorbell, I had switched off the TV.		
When we reached the cinema hall, the movie had ended.		
Samar had set the table when the phone rang.		

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Write more sentences like the ones given previously with the help of your teacher and classmates.

Note to the Teacher

- Revisit the rules of simple past tense with the learners.
- It is important to draw the learners' attention to the fact that the first and the second actions are to be determined by the meaning and not by their positions of occurrence (first and second) in a sentence.

Let us Speak

A. Try speaking the following lines. Start slow and gradually increase your speed. See how many times you can say each one without stopping or making a mistake.

a. Red lorry blue lorry.

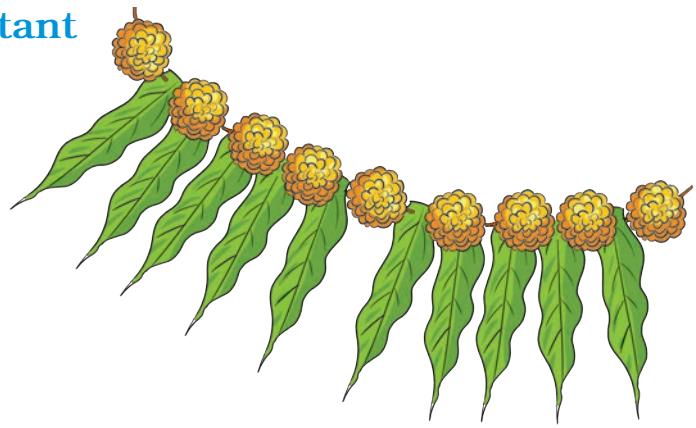
b. Babli bought beautiful bangles but the bangles broke.

c. Ravi read a red book.

d. Green glass globes glow green.

e. Ten tiny turtles take turns talking.

B. Glass bangles are an important part of the Indian culture, especially during festivals. Are there any crafts or traditions in your region that are linked to festivals? Share with your class.



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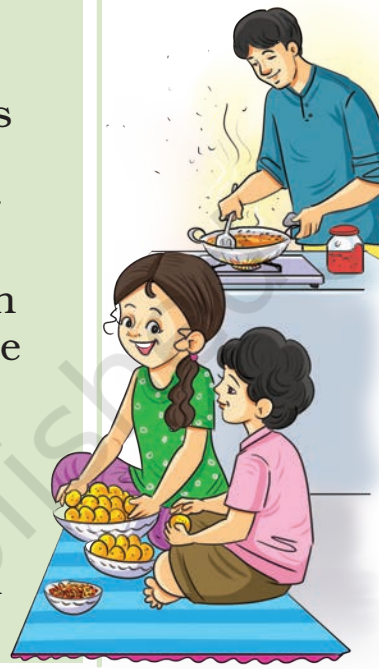
Let us Listen

Your teacher will read out the paragraph given below. Listen carefully.

Arjun and his sister, Meera, help their mother prepare *besan* laddus. First, their mother roasts chickpea flour in a pan until it turns golden brown. Their father then adds ghee and sugar to the mixture and stirs it well and then transfers it to a big bowl to let the mixture cool. When it is slightly cool, Meera and Arjun shape the mixture into small round balls. Finally, the kids decorate each laddu with a sprinkle of chopped nuts.



Write the correct sequence of steps that Aarav, Meera, and their parents take to prepare the laddus.

1. The father adds ghee and sugar to the mixture and stirs it well. {.....}
2. The mother roasts chickpea flour in a pan until it turns golden brown. {.....}
3. The kids decorate each laddu with a sprinkle of chopped nuts. {.....}
4. Meera and Arjun shape the mixture into small round balls. {.....}
5. Arjun and his sister, Meera, help their mother prepare *besan* laddus. {.....}

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Let us Write

A. Write a paragraph of 80–100 words on how you recently celebrated a festival.

Hints: Special dish, meeting with friends and family, prayer, any other related ritual.

B. Look at the pictures given below.

Rock Garden, Chandigarh

Discuss with your teacher and write a paragraph of 100–120 words in your notebook.

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Let us Do

A. Firozabad is famous for glass bangles. Find out and write the names of places in India known for the following crafts.

1. Madhubani painting

   .....

2. Paithani Saree

   .....

3. Blue pottery

   .....

4. Phulkari embroidery

   .....

B. Find out what your State or Union Territory (UT) is famous for. Speak about it.

Note to the Teacher

The teacher may help the students to locate these places on the map of India.

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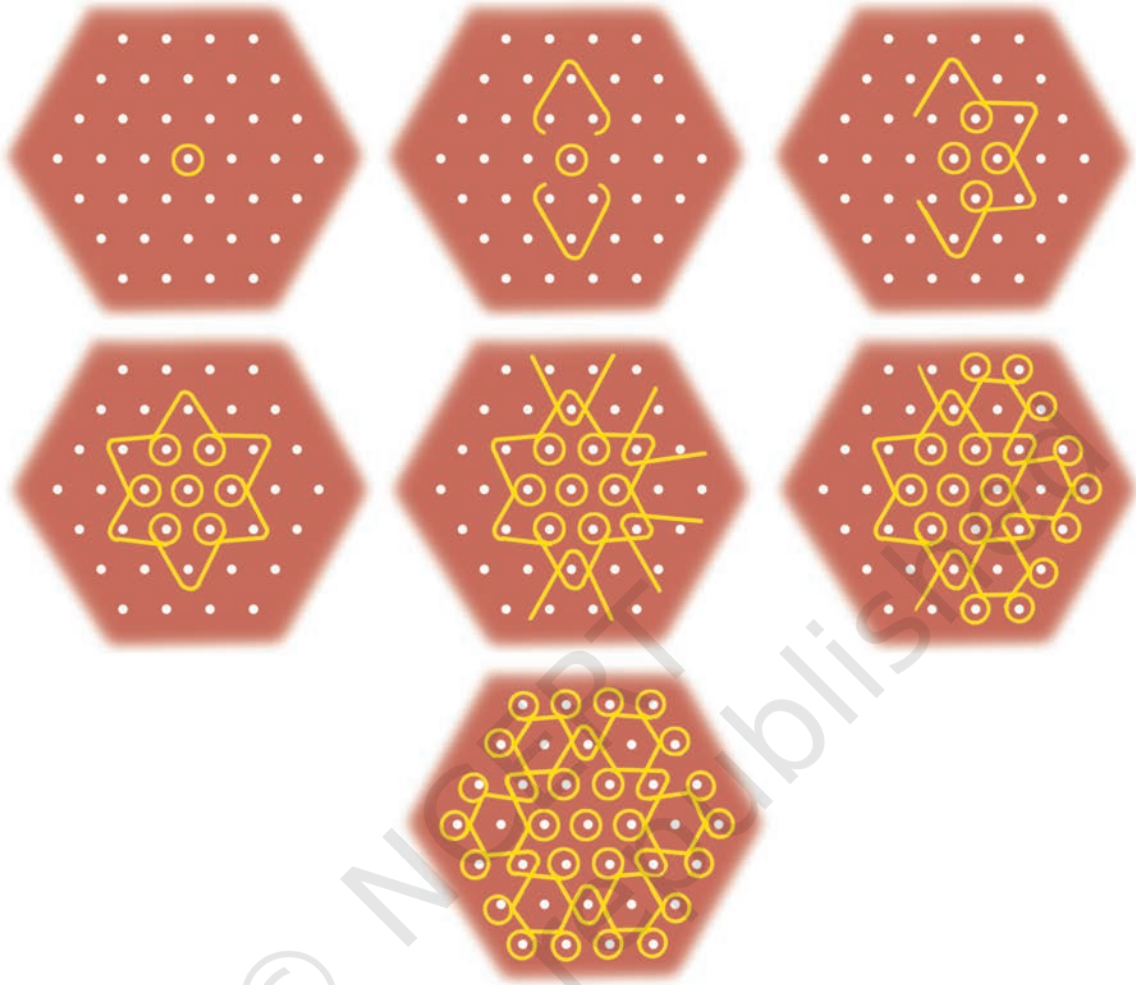
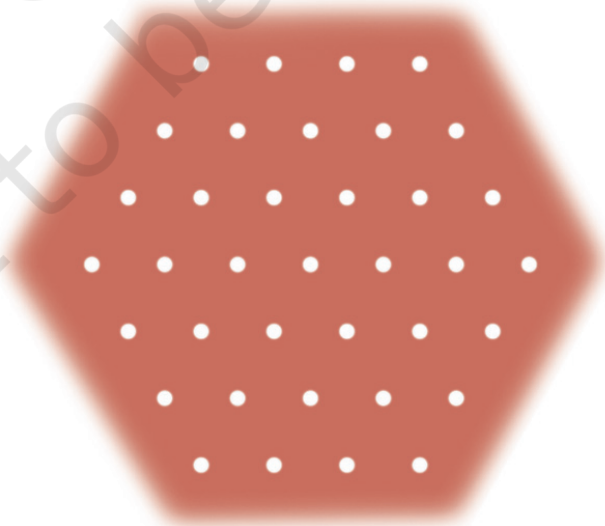
C. Follow these steps to create a beautiful rangoli.





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Let us Explore

Do you know what a bank account is?

It is a safe place to keep your money, just like you keep your money safe in a *gullak*.

Suppose you get ₹ 50 for your birthday every year. You put it into your ***Savings Account***. After a year, the bank adds ₹ 5 more. This is called **interest** on the ***Savings Account***.

Benefits of a Savings Account:

- Meant for saving money.
- You can add or withdraw money anytime.
- As a reward for saving, you earn interest.

1. Do you have a bank account? Yes/ No
2. Find out more about Fixed Deposit and Recurring Deposit. Share information on these with your class.

Passbook

CHILDREN'S BANK OF INDIA

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Let us Observe

Look at the following pictures. Can you locate them in this textbook and write their name in the space given below?

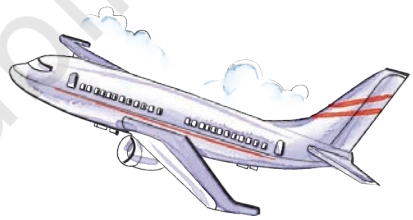
.....

.....

.....

.....

.....



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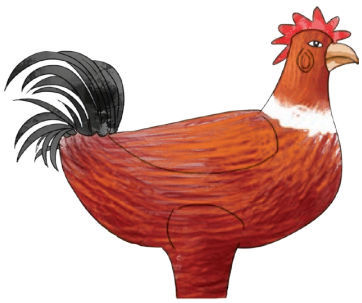

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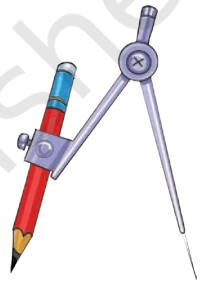

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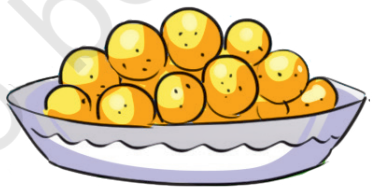

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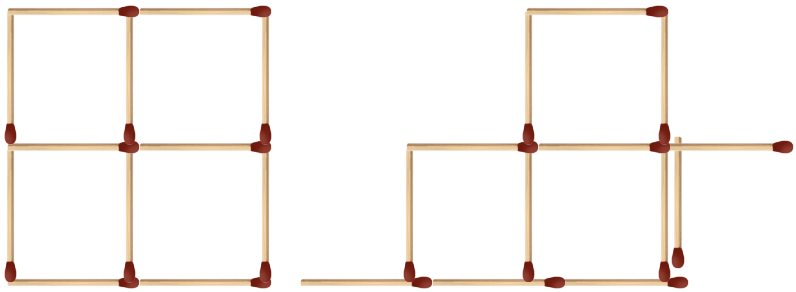
Answer Key

Page 9 A.



Page 10 Riddle

Onion

Page 64 C.

Page 89 Riddle

Your name

Page 104 B.

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Self-assessment 2

You may select more than one box for each point.

1. I can recite the poems with gestures
   - by myself. ☐
   - in a group. ☐
   - by repeating after my teacher. ☐
   - None of the above. I like reading poems quietly. ☐

2. I can understand the new words
   - by using a dictionary. ☐
   - after listening to my teacher's explanation. ☐
   - by reading with my classmates in groups. ☐
   - by reading the entire sentence again. ☐
   - by looking at the pictures. ☐

3. I can answer the questions
   - in my mother tongue. ☐
   - in English. ☐
   - in English with a few words of my mother tongue. ☐
   - in my mother tongue, with a few words of English. ☐

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4. I can write a paragraph

- by myself. ☐
- after following my teacher's instructions. ☐
- after reading my friends' work. ☐
- with my teachers'/friends' help. ☐

5. I was able to do all the activities

- by myself. ☐
- with the help of my teacher. ☐
- with the help of my classmates. ☐
- with the help of my family members. ☐

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Note to the Teacher

- The assessment sheet should be filled by the learners.
- Include this as a part of the learners' progress trajectory.

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Books that I have read this year.

Title:

Author:

Why I liked it .....

.....

.....

.....

Title:

Author:

Why I liked it .....

.....

.....

.....

Title:

Author:

Why I liked it .....

.....

.....

.....

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Poems that I have read this year.

Title:

Poet:

Why I liked it .....

.....

.....

.....

Title:

Poet:

Why I liked it .....

.....

.....

.....

Title:

Poet:

Why I liked it .....

.....

.....

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New Words

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Notes

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